P. R. A. I. Publication No. 2

Guide To Rural Youth Organization

PLANNING RESEARCH & ACTION INSTITUTE. UTTAR PRADESH

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GUIDE TO RURAL YOUTH ORGANIZATION

BASED ON

A PILOT PROJECT

PLANNING RESEARCH AND ACTION INSTITUTE
PLANNING DEPARTMENT
UTTAR PRADESH

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FOREWORD TO THE FIRST EDITION

THE youth of to-day are the nation of tomorrow ; the future of our motherland lies in their hands. What they will become, what they will do, and what role they will play in our free democratic society will depend, to a great extent, on the period between childhood and adulthood. Never again will their capacity for growth and change be so great.

2. If we want to see an India of peace and prosperity, we must do all we can to give our youth a new scale of values, new ideals and new attitudes, to build up sense of responsibility, ambition for community service, devotion to duty, self-help, self-confidence, self-reliance and other qualities of leadership, to impart the technical and scientific knowledge and practical skills and, last but not the least, to develop a scientific attitude towards life and the problems of the farm, the home and the community.

3. Though the vital importance of this aspect of national development is now being realized, yet a systematic plan of work, based on the realities in our country, but utilizing, to the fullest extent, the experience of similar work in other countries, has been wanting so far. I am glad that the Planning Research and Action Institute has, to fill up this gap, worked out this Pilot Project on Rural Youth Organization and has successfully initiated it in five districts, Etawah, Ballia, Lucknow, Saharanpur and Gorakhpur. The Pilot Project deals with the problem in an integrated manner with a comprehensive programme. The purpose and objectives of the programme, the methods of approach and technique, the constitution of youth clubs and other organizational matters, the training of workers and the production of literature, finance and equipment, the role of volunteer youth leaders and paid advisers, the precautions for initiating the programme, the administrative set-up and future trends of expansion, have all been dealt with, at length, at their respective places in this Pilot Project. I am sure, "Guide to Rural Youth Organization, based on a Pilot Project" will be found interesting and useful by the general reader as well as those concerned with this programme in their official or non-official capacity.

4. It will not be out of place to make a passing reference to a few special features of the Project. The most significant feature, to my mind, consists in the fact that, while full advantage has been taken of experience of similar work in other countries—such as the

4-H Clubs and Future Farmers of America (F. F. A.) in U. S. A. and Japan, Young Farmers' Clubs of England and Folk Schools of Denmark—the authors of the Pilot Project have steered clear of blindly copying any country. The Pilot Project is characteristically Indian in its concept and content and the ideas and schemes originating in other countries have been accepted only after necessary adaptation to suit our conditions. No idea has been accepted unless it is in tune with our own cultural pattern and the conditions peculiar to our country. We have to organize, guide, train and harness this richest resource of the nation—our youth—in our own way in accordance with our own ideas and ideals representing our own rich cultural heritage, profiting, of course, from the experience of other countries, where-ever necessary, to make our plans modern in concept and dynamic in approach.

5. Another equally significant feature of the Pilot Project is its co-ordinated approach and emphasis on the use of existing resources, institutions, organizations and the staff without any duplication. It is neither desirable nor practicable to create another organization for dealing with the youth programme. Far from recommending a separate and parallel organization, the authors of the Pilot Project have, I am glad, emphasized the need for using staff, such as the Village Level Workers, Extension Teachers and other field workers. We have to harness our entire educated man-power at the village level for this work before we can take the message of this programme to each and everyone of our 1,11,000 villages. This is a Herculean task, but well worth trying.

6. Important as the role of the official workers, particularly those of the Education and Planning Set-up, is, the back bone of the Rural Youth Organization will be the local Volunteer Youth Leaders, as stated in unequivocal terms in the Pilot Project. The degree of voluntary co-operation by local youth leaders will determine the degree of success of the programme. The central object of the youth programme is to build up local leadership. This object can be achieved only if the top-notch non-official workers come forward to shoulder this up-hill task.

7. The Project is based on practical experience and is thoroughly realistic. It envisages the youth programme as an integral and inseparable part of the total Community Development Programme. What is still more important, the Rural Youth Organization is expected to be one of the most effective media of the Community Development Programme and the National Extension Service and the reoriented school. In other words, our workers, far from finding the youth work an additional burden to their heavy duties,

have found it a very helpful vehicle for carrying out those duties. This is but natural. The youth have a strong urge to be an important part of the village community life. They are eager to learn new ideas. They have open minds, and, unlike older people, do not resist new methods. They also have the future ahead in which to use the knowledge and skill learnt during this impressionable age. Furthermore, they have the advantage of greater education and better capacity for understanding new techniques and skills. The youth thus become the best medium of our Extension work and serve as the spear-head of the change in our community life on the technological as well as the human plane by carrying the new message and new ideas to their families. No programme for the betterment of India's agriculture and village life should limit itself to those who now manage its farms and homes. It should look forward to the next generation. It should harness early the fresh physical vigour and mental energy of young people, who, in a few years, will be at the helm of our affairs.

8. The two key-notes of youth work, viz. "Learning by doing" and "Earning while learning", have a natural appeal for us all; but their charm to the youth is almost irresistible. It is on these fundamental principles that our new educational programme of Basic Primary Schools and Reoriented Junior High Schools is based. Education is co-extensive with life. The four walls of the school are not the only place for learning. In school or out of school, at play or at work, in the home or in the field, there is always an opportunity to learn. It is the maximum utilization of this opportunity in the best possible manner that the Youth Programme has in view. The education inside the school is a vital and by far the most important part of it, but not the whole of it. Our system of education in school as well as out of school has to be brought in line with the needs of life. The training that we want to give to our next generation, in and out of school, must be training for life. It should make them fit to meet life's challenge with confident hearts and smiling faces, armed with new ideals, new attitudes, new ideas and new skills.

9. I have every hope that the Pilot Project will fulfil our best hopes and will achieve the objectives set before it.

C. B. GUPTA,
Minister for Planning, Industries,
Health and Civil Supplies.

April 24, 1955.

FOREWORD TO THE SECOND EDITION

It is with a deep sense of satisfaction that I pen the foreword to the Second Edition of the Guide to Rural Youth Organization in English and Gram Yuvak Sangthan-ki-Rup Rekha, in Hindi. The first edition of these books was published by the Planning Research and Action Institute just about a year back in May, 1955. That there should be a need for the publication of the second and revised edition, just after one year, is an index to the popularity of the programme. The programme of Youth-Work, which was initiated as a Pilot Project in seven villages of districts Etawah and Ballia in July, 1954, has spread, in a span of less than two years, to selected areas in fourteen districts and is spreading spontaneously to other areas so much so that it has become a serious problem to cope with the demand for trained personnel for this work. The programme has been adopted by the Education Department, Prantiya Rakshak Dal and N. E. S. and has been incorporated in the syllabii for the training of field workers in the N. E. S. and Extension Teachers. Some other States and the Central Government, Ford Foundation and Bharat Sewak Samaj have also shown considerable interest in this programme. In a few years, I am sure, the programme will grow into a movement and will spread far and wide throughout the country.

2. Far more important than the size of the spread of the programme, is its content and quality. I am glad to note that the hope expressed by me in the foreword to the first edition is fully borne out. The Youth Movement has provided a living and dynamic force and a training ground for the future leadership of our country. As will be evident from a perusal of the following pages, the members of the Mangal Dal or Youth Clubs have successfully demonstrated the truth of the guiding principles of the movement, namely, "learning by doing" and "earning while learning" and have even shown the way to their parents, in some cases, in adopting improved methods and techniques in Agriculture, Animal Husbandry and other spheres of production. The Youth Clubs are proving, in many cases, a medium of extension programme and its members are serving as the spear-head for adopting and spreading new ideas, new methods and new programmes. New crops like turmeric and berseem, have been successfully introduced in some villages through the Youth Clubs: old and inefficient methods of production of tomato, potato, brinjal, cabbage and other vegetable crops, trees, food and cash crops have been replaced in others. Calf-rearing on scientific

lines, sericulture and Dari-making have also been successully tried in a few areas. As in individual projects, so in group projects of Social Service and cultural programme, the members of the Mangal Dal are participating enthusiastically and their parents, who had their natural doubts and suspicions at the time of the starting of Mangal Dal, are happy about it. A new dynamic force has been released in our rural areas and it will go a long way towards building up a new, prosperous and progressive India.

3. I do not, however, suggest for a moment that we are out of the wood completely and it will be a plain sailing henceforward. Far from it, there are numerous problems confronting the programme which is likely to multiply as we go ahead. The problem of training and building up the volunteer leadership in all the areas, training a large army of workers in the field and the supervisory staff, building up of pyramid of a non-official voluntary organization on democratic lines at different levels, integration and co-ordination of the different agencies, both official as well as non-official concerned with the programme, chalking out more technical and advanced projects, and last, but not the least, maintenance and follow-up of the tempo of work without any sagging in the enthusiasm of the members of the Mangal Dal, are only some of them. No difficulty is, however, too big to be solved. I am quite sure all these difficulties, as also a host of others that are bound to crop up with the march of time, will be solved by good-will, co-operation, patience, determination and selfless service by all of us participating in this great and noble endeavour.

4. A conference to devise ways and means for greater co-ordination and joint effort by all the agencies concerned with this programme, such as the Education Department, P. R. D., N. E. S., Universities, Bharat Sewak Samaj and Scouts is being convened shortly. I have every hope that this conference will succeed in working out a comprehensive and co-ordinated programme in which all agencies will join together in a concerted effort to put the movement on a firm footing.

C. B. GUPTA,
Minister for Planning, Industries, Health and Civil Supplies.

July 5, 1956.

PREFACE TO THE SECOND EDITION

In the present Edition, the subject-matter of the "Guide" has been considerably revised and fresh material has been incorporated. The chapter on Pilot Experiment in Ballia and Etawah has been completely rewritten and recaptioned "Pilot Experiment in Rural Youth Organization". The case histories have also been brought up-to-date. The other chapters too have in most cases been rewritten and the matter re-arranged in accordance with suggestions received from various quarters notably the Institute Advisory Committee, Youth Project Advisory Committee and delegates to the last Seminar on Youth Work held in Lakhna (Etawah) in September, 1955. The important role of the Extension Teacher under the Reorientation Plan of Education *vis-a-vis* Rural Youth Work has been indicated in a separate chapter. The type of ceremonials which should form part of Youth Club activities has been indicated in Chapter IV. The syllabus for a week's training for Youth Club members will be found in Appendix "C-2" while the group discussion technique for training of Youth Workers has been indicated in Appendix "E".

2. The basic pattern of Rural Youth Organization set by those who were associated with the experiment in its early stages has undergone little modification except in details. To Sri G. E. Roelofs, Specialist on Extension and his Senior Associate Sri L. P. Bharadwaj (who are no longer in the Institute now) goes the credit for preparing the ground work and their contribution to the success of the initial experiments is gratefully acknowledged.

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CHAPTER I

PILOT EXPERIMENT IN RURAL YOUTH ORGANIZATION

Background

1. The idea of organized rural youth work was not altogether foreign to leaders in U. P. and in India. Many officials and leaders in our Community Development Extension, and Education agencies were familiar with youth club work going on in other countries such as 4-H Clubs and Future Farmers of America (F. F. A.) in U. S. A., Canada and Japan, Young Farmers Clubs in England and the Folk Schools of Denmark. Students and observers of these movements know the important part they played in the progress and improvement of agriculture and rural life in the countries where they flourished. They did not have to be sold on the desirability of a similar programme for the rural youth of India. Several years of concentrated thought and work on the vast and complex problems of building a better rural life had pointed to the obvious need for systematic attention to the plan of rural young people in the Development and Extension scheme of things.

2. Having accepted the principles of rural youth club work as essential to effective long-range rural life improvement, the problems of developing a youth programme which would fit into going field operations remained to be solved. The latent possibilities of an organized programme for youth improvement were recognized. Experience in the past with such activities as Scouting, Junior Red Cross, the traditional recitals of *Ramayan*, participation in *Ramlila* and other joint activities, and the natural gregariousness of youngsters gave promise of ready response to a comprehensive programme for organized club work embracing these activities and others besides. It was, then, not a question of whether it should be done, but of how best to do it. The Planning Research and Action Institute undertook, as one of its first assignments, to seek an answer to that question.

Purpose and Scope

3. As a guideline in approaching the problem, it was agreed that the purpose of Rural Youth Organization is to develop people into better cultivators and cultivators into better people by making available to farm youth the best knowledge and skills; and to

build the attitudes, values and habits needed to produce intelligent, well-informed, useful citizens for the villages, for the State, for India and for the world. A guiding principle is to "learn by doing" and, so far as possible, "to earn while learning".

4. It was decided, before embarking upon a programme for the establishment of youth clubs on a large scale, to conduct pilot experiments in selected areas. The aim of these pilot experiments was to find out the best approach and methods and to determine the most fruitful programmes by trying them in small areas under close observation and guidance of specialists with a view to later step-by-step expansion of the work in other areas on tried and proved lines.

5. The pilot projects begun by the Planning Research and Action Institute in 1954 at Ballia and Etawah have served as the experimental laboratories to discover the mistakes and difficulties to avoid and to find the best programmes, organizational pattern, techniques and methods. Ideas borrowed from other countries or Indian States or originated in the Institute itself were tried to determine their application to and practicability for the requirements of U. P. The scope of the Pilot projects in youth work was necessarily limited by our limited resources and by the need for thoroughness and concentration as essential to a planned approach.

Objectives

6. The programme envisioned in the pilot projects is a specialized educational enterprise for rural youth. As such, it shares in the objectives common to all educational programmes aiming at physical, mental and moral development. It also has distinctive objectives as enumerated below :

(1) To help rural boys and girls develop desirable values, ideals and standards for (*a*) farming, (*b*) family life, (*c*) community life, (*d*) citizenship and (*e*) leadership; and a sense of responsibility for their attainment as an ambition for a fuller and richer life.

(2) To give rural boys and girls technical instruction in (*a*) farming, (*b*) home-making, and (*c*) community leadership through training in practical and profitable, individual and group projects, such as vegetable and crop-growing, gardening, tree-planting and animal-rearing, on improved lines.

(3) To train the youth in co-operative action as a means of increasing personal accomplishments and solving community problems by practising co-operation with others in community efforts for the common good in joint projects, such as, *Shramdan*, community tree plantation, operation of co-operative societies and other community organizations, and group agricultural projects, and by these means to learn the duties and responsibilities of citizenship in a new democracy.

(4) To develop such leadership qualities as self-reliance and devotion to duty by exercising group responsibilities through active club membership, service on club committees, fairs, camps, competitions, tours, judging contests and holding club offices.

(5) To develop scientific attitudes towards the problems of the farm, the home and the community; to arouse a desire to learn to acquire an intelligent understanding and to teach them the value of research.

7. The pilot experiment conducted by the Planning Research and Action Institute was intended to answer the following questions

(1) What should be the objectives of our work?

(2) Which ideas and practices of other States or countries can be successfully and usefully adopted or adapted by us?

(3) On what lines should the work be organized in our villages?

(4) What age groups should be covered?

(5) What should be the total membership in the initial stage and subsequently?

(6) What specific projects in vegetable-growing, poultry-farming, tree-planting, cattle-breeding, small industries, etc., can be tackled successfully and fruitfully?

(7) What methods and techniques should be adopted on the selected projects?

(8) What social and cultural activities should be undertaken?

(9) How should the preliminary survey be undertaken?

(10) How should the programme be planned?

(11) How should it be implemented?

(12) What are the financial implications of various schemes?

(13) What should be the relationship of the club members with the other agencies and organizations in the field?

(14) What should be the arrangement for staff, technical guidance and supplies needed by the club members?

(15) Which areas should be taken up?

(16) What will be the most fruitful time-schedule?

Technique and Methods of the Pilot Experiment

8. Concentration, thoroughness and follow-up are the essence of the Pilot Project approach. Accordingly, the work was started in a small area with close concentration under specialists' guidance and supervision. The significant results, successes as well as failures, were closely analysed and further expansion of the programme has been prepared on the basis of these analysis. It is a "Research-Action" project with a scientific and practical approach with enough coverage in a number of areas to make sure development is not artificial. In brief, the purpose in line with Planning Research and Action Institue objectives and methods is to test the development of youth work in several districts and then to turn over the proved results to the appropriate operating organizations for incorporation into the normal development programme.

Selection of Districts and Villages

9. To begin with, the work was started in Etawah and Ballia Districts. In Etawah District two villages, Sherpur and Sonvarsa, situated near the Project Headquarters, were selected. The work was organized by the Junior Associate to the Specialist on Extension, who lived in one of the two villages and worked closely as Youth Leader with the boys in the selection, planning and implementation of the individual or group projects and participation in the community life. He had some previous experience in rural youth work and had spent six months in U. S. A., studying the 4-H Club movement. He held seminars with boys in either the Junior High School, Sonvarsa, Janata Vidyalaya Intermediate College, Bakewar, or any other suitable place in the village so that they came fully to understand and appreciate the details of the projects and the programme they selected to carry out. The V. L. W.s of both villages, Extension teacher, Social Education teacher and at least one volunteer village leader were associated with the work as observers. They did not work with the boys

like the specialist worker but observed the work with a view to organizing similar work in other villages after the initial stage of experimentation. During the first six months, the specialist worker concentrated solely on these selected villages. Later on, he was assigned to 3 additional villages to supervise work which had started there under influence of the original two villages. In addition, he served also as consultant on youth work to the V. L.W. in charge of five selected villages more distant from his headquarters.

Work in Ballia District

10. Simultaneously, the work was started in Ballia District on a somewhat different footing. Some useful work had been done in this district by the Social Education and other staff of the Community Project. This work was continued under specialist guidance, help and supervision from the Institute. In order to determine how far this work can be carried out by the existing staff, such as, the V. L. W., Field Teacher, Extension Teacher, Social Education Teacher (adult teacher), and volunteer worker, no specialized youth worker was provided. A separate organization for youth work from top to bottom is neither desirable nor feasible on account of the waste due to duplication, over-lapping and lack of co-ordination and for want of adequate resources. We should utilize, so far as possible, the existing institutions, agencies and resources and should supplement them only to the minimum necessary extent within the means of our country. The most that the State can provide is one Youth Worker for each two blocks. At the village level, we have to depend on volunteer workers, particularly the part-time Social Education Teacher, led and assisted by the normal development set-up such as the Village Level Workers, Field Teachers and Extension Teachers in Community and N. E. S. Projects.

11. The work in Ballia District was planned on the following lines:

(1) After a realistic, thorough and detailed study of a number of villages by Institute Specialists, four villages, namely (i) Sarai Bharati, (ii) Kharsara, (iii) Bhimhar and (iv) Chhichhor were selected.

(2) They were divided into two groups of two villages each:

(i) Sarai Bharati and Kharsara;
(ii) Bhimhar and Chhichhor.

(3) Each group of two villages was placed under the charge of the Field Teacher of the area in addition to his other duties. The two field teachers were mainly responsible for the operation in their respective areas.

(4) The Village Level Workers of the two groups of villages assisted the field teachers.

(5) The work of the field teachers was supervised by the Assistant Development Officer (Social Education), Ratanpura Project, who was responsible to the Deputy Project Executive Officer of the Project.

(6) Constant guidance and supervision was provided by the Institute through frequent visits, reports and exchange of notes.

(7) In all respects, except that there was no specialist worker, the work was done on the same lines as in Etawah. The boys in each selected rural area between the ages of 12 and 20 years were helped to organize themselves into a group (*dal*) with their own office-bearers and own local programme. The group, or club, had the guidance of an adult volunteer leader from the village, working in close collaboration with the Village Level Workers, Field Teachers and Extension Teachers under the guidance of the Prantiya Rakshak Dal and the Education, including Social Education, staff. Each member had an individual project centering round a problem of the home or the farm, such as vegetable-growing and gardening, calf-rearing, poultry-keeping, and bee-keeping. There were also group projects centering round some community programme and recreational activities. The club members served on the committees of their own clubs for organizing camps, plays, tours, competitions, fairs, exhibitions, judging contests, social meetings, etc. Each member kept a record of costs, labour and results for evaluation of the projects and wrote a final report summarizing the whole year's progress, experiences, changes in attitudes and techniques for his own benefit as well as for that of others interested in this work.

REVIEW OF THE WORK IN ETAWAH AND BALLIA

1. At the time this edition of the Guide goes to Press, the Pilot Project has been in operation in the two districts of Etawah and Ballia for nearly twenty months. On the basis of the experience gained, it is possible to make some observations.

(1) Steady Rise in Membership

The idea of establishing youth clubs gained steady popularity with the youths, their parents and with village leaders. The following table will illustrate :

District	Number of clubs in July, 1954	Number of members in July, 1954	Number of clubs in April, 1956	Number of members in April, 1956
Etawah	3	36	12	225
Ballia	4	69	20	390
Total ..	7	105	32	615

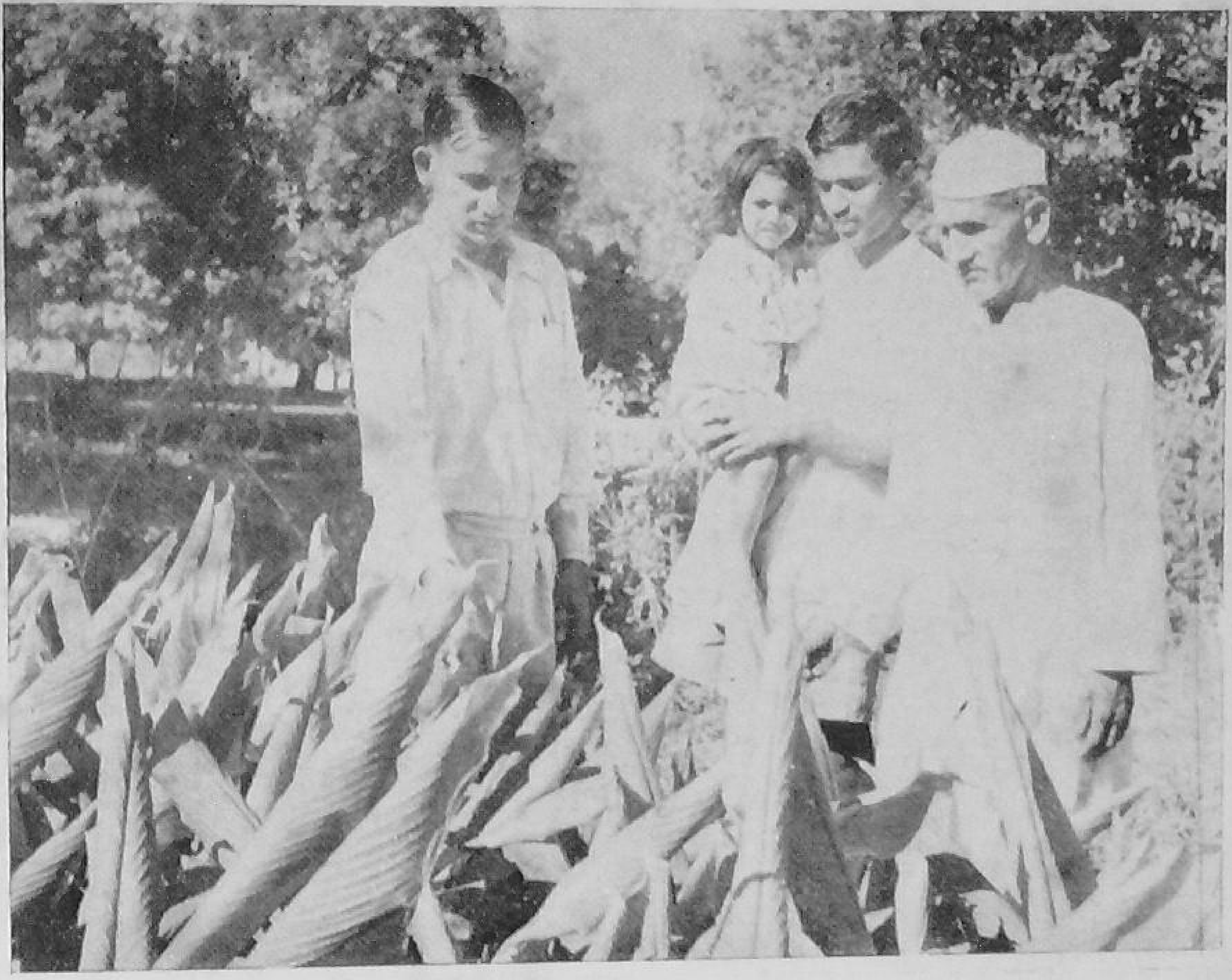
It was found on enquiry that a majority of those who joined the clubs did so after a member training camp had been held in each district. The training camps gave a fillip to the popularity of the movement as the members with knowledge of the aims and objects of clubs and some experience in club work acted as missionaries of youth organization.

It may also be noted that if a limit of one club in each village and club membership to 20 or less had not been set, many more youths would have enrolled.

(2) Project Results

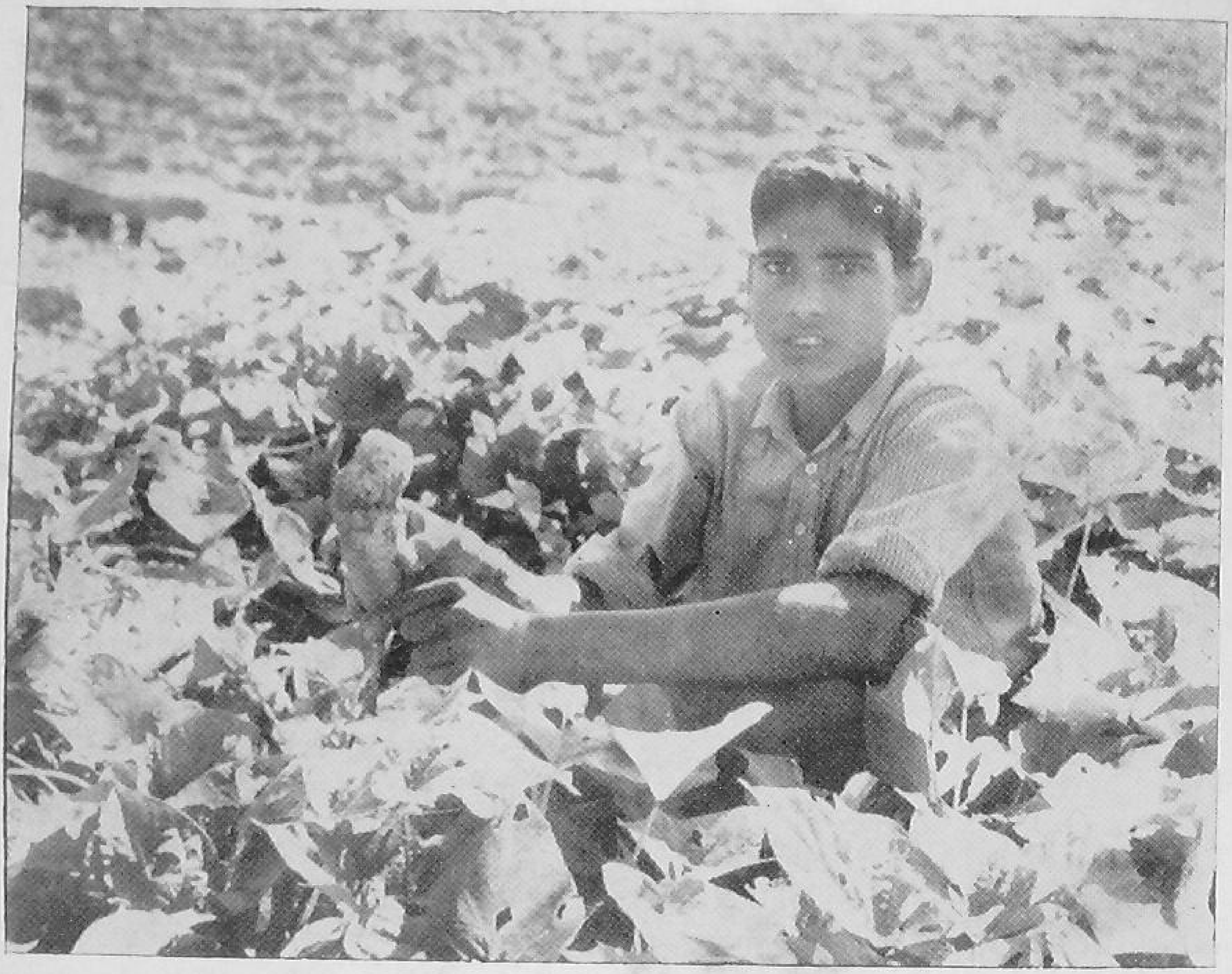
(*a*) What the members have been able to produce from their projects is shown by the few typical cases given below :

Name	Name of Club	Project taken	Area sown	Yield	Value of yield	Cost of seed, fertilizer, etc.	Nett gain
				Mds. srs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1. Virendra Chaturvedi (18 yrs).	Bakewar (Etawah).	Turmeric (Haldi).	15′×70′	6 0	360 0 0	25 0 0	335 0 0
2. Pancham Singh (18 yrs.)	Sherpur (Etawah).	Tomato	25′×15′	183½ 0	31 8 6	3 13 0	27 11 6
3. Jagat Narain (18 yrs.)	Ujhiyani (Etawah).	Potato (Mily. Red.)	24′×20′	2 0	20 0 0	6 8 0	13 8 0
4. Sachchida Nand Singh.	Athilla (Ballia).	Bhindi	20′×10′	0 20½	4 12 0	0 7 0	4 5 0
		Maize ..	2 Biswa	2000 corns	62 8 0	4 2 0	58 6 0
		Tomato	12′×9′	0 20	2 8 0	0 5 0	2 3 0
		Chillies	15′×9′	0 5	3 12 0	0 7 0	3 5 0
					Total		68 3 0
5. Satyendra Kumar.	Do.	Bhindi	10′×9′	0 8	1 8 0	0 4 0	1 4 0
		Maize ..	25′×20′	500 corns	15 10 0	0 8 0	15 2 0
		Chillies	10′×10′	0 4	3 0 0	0 5 0	2 11 0
		Potato	50′×50′	18 8	136 8 0	12 14 0	123 10 0
							142 11 0
6. Vidya Nand Singh.	Chichhor (Ballia).	Wheat C-13	1 Biswa	16 0	30 0 0	1 8 0	28 8 0
		Potato	½ biswa	8 0	34 0 0	4 4 0	29 12 0
							58 4 0



Haldi Project that fetched Veerendra Chaturvedi Rs.335

Veerendra Chaturvedi's Turmeric (Haldi) project was the envy of seasoned cultivators of Bakewar (Etawah)



Looking ahead—the youth member expects a rich crop

Silk worm rearing has found favour with club members at Garhia (Etawah)

(*b*) Some examples of group work results will also be found of interest :

Name of District		Number of clubs	Number of members	Total area cultivated in sq. ft.	Total financial gain to members		
					Rs.	a.	p.
1. Etawah* ..	..	12	159	179,978	3,613	0	3
2. Ballia ..	..	19	403	221,283	3,936	8	9

*Three members working on Durrie-weaving project in village Garhia have so far produced 62 small and one big Durrie which have been sold for Rs.335-10. Each member working on this project earned 12 annas for a plain and Rs.1-8 for a coloured Durrie.

Under the sericulture project members at Garhia and Amota have collected 15 seers of silk cocoon.

(*c*) Special achievements of individual club members for which prizes were awarded at the last Kisan Mela at Ratanpura (Ballia) held in March, 1956 :

Name of member	Name of club	Exhibit	Significant achievement weight-height	Class of prize
1. Vinaya Kumar	Garhia ..	Tomato ..	Plant 9′ tall Average yield per plant 20 seers.	I
2. Hari Nam Singh	Athila ..	Brinjal ..	Plant 4′ bearing 36 brinjals	I
3. Hira Singh ..	Motira	Do. ..	Weight of brinjal 2½ seers	I
4. Ram Lal ..	Kharsara	Tomato ..	Weight of tomato 12 chh.	I
5. Ditto ..	Do. ..	Bhindi ..	10″ long	I
6. Suresh Singh ..	Chhichhor	Papaya ..	Weight of fruit 2 srs. 9 ch.	I
7. Shiv Prasad ..	Kharsara	Brinjal ..	Brinjal 24″ long ..	II
8 Pyare Mohan ..	Garhia ..	Cabbage	Weight 7 seers ..	I
9. Hargun Rai ..	Athila ..	Wheat by dibbler C-13.		I
10. Vijai Bahadur ..	Bhimhar	Potato ..	Average weight 7 chh. ..	I
11. Uma Shankar ..	Masrathpur	Maize ..	10″ corn ..	I
12. Ram Lal ..	Kharsara	Do. ..	10″ corn	I

(3) Animal Projects

A total of 26 "calf raising" projects has been taken up by club members in the two Pilot Project areas as against ten in July, 1954. In each case the boy has a calf allotted to him by his father from his own herd or purchased through a *taccavi* loan (there are 11 such cases in Ballia). By this arrangement with parents the youth members have taken upon themselves the task of looking after calves: e.g. feeding, keeping sanitary environment and arranging for preventive measures against disease. They have also started growing green fodder like Berseem. The improved physical appearance of the animals under their care has attracted a good deal of notice in the villages and given satisfaction to parents. There is again a considerable awareness about good breed of cattle as may be seen from the purchase of Ganga-Teri and Hariyana breeds by club members.

The financial profit realized by members from their calf-breeding projects may be seen from the following:

(i) Two members of Etawah clubs made a profit of Rs.60 and Rs.50 respectively on the sale of their calves after one year of purchase.

(ii) Sri Suryanath Singh, Village Sarai Bharati, District Ballia whose calf was valued at Rs.100 at the Bakshi-ka-Talab Camp in December, 1954, has been offered Rs.350 by the Animal Husbandry Department but he does not wish to part with his animal.

(iii) Sri Gulab Ram of Sarai Bharati has raised the value of his calf from Rs.60 to Rs.175 within two years.

Of late goat-rearing projects have also received notice and 14 such projects are contemplated by club members in District Etawah. They propose to go in for Jamuna-pari breed of goats.

In spite of all this success the scope of animal projects will remain a limited activity in view of the initial expenditure it involves.

(4) Harijan Members

In village Sherpur Kothi, Etawah District, Sri Mohar Singh (age 19 years) who, along with 3 other Harijan members, joined the club in September 1954 found a way to help himself and work on a project by leasing a piece of land from the owner on fifty-fifty

basis. He chose to work on a potato-growing project. Some of his potatoes weighed 9 chhatanks for which he won a recognition prize at the Mahewa Mela in mid March 1955. Encouraged by this success he took up the following projects this year:

Project	Area	Yield	Value	Invest-ment	Nett gain
			Rs. a. p.	Rs. a. p.	Rs. a. p.
Brinjal	6′×5′	1½ md.	12 3 0	0 13 0	11 6 0
Chillies	6′×5′	10 srs. 8 chh.	9 5 0	0 14 0	8 7
Potato	30′×12′	3 mds. 10 srs.	17 4 0	4 0 0	12 2 0
				Total ..	32 1 0

The general landlessness of Harijan boys prevents them from becoming active club members in some areas because of primary emphasis on agricultural projects. Nevertheless a considerable number has been drawn to club membership as the following figures will show:

District	Number of clubs	Number of Harijan members	Total number of members	Total number of eligible youth	% of Harijan members
Etawah ..	12	33	225	581	14·7%
Ballia ..	20	25	390	1,604	6·4%

In order to encourage more Harijan boys efforts are now being made to find practical programmes for project work in crafts and industries feasible for landless boys in the villages.

(5) Percentage of Members compared with Total Eligible Youth

The percentage of total eligible youth joining the clubs varies from area to area. While it is as high as 79 per cent in the case of Amhar (Ballia), it is only 9 per cent in the case of Kharsara (Ballia). Many more youth desire to enrol but the number of members in each club has to be confined to a manageable limit. To meet the demand of larger villages such as Chhichhor and Sarai Bharati, sister clubs guided by older club members have been started. The ground work for the expansion of the movement in other areas has thus been solidly laid.

(6) Attendance at Meetings

Attendance at club meetings has been found to be highly satisfactory except that it tends to fall off about harvest time or during examination days. Even then the reported figures from Etawah and Ballia are 73 per cent and 85 per cent respectively. This speaks volumes for the popularity of the clubs.

(7) What Parents Say

When the clubs were started in July last year, village leaders and parents appeared to be rather sceptical and put several questions indicating their doubts about the usefulness of the clubs. Such questions as "What will the boy gain by joining?"; "When will he have time to do his club work?"; "Where will the boy find land when there is already so little for the family?"; "Will club membership make boys dissatisfied in the village?" were frequently raised. Now that the youth clubs have been in existence for about 20 months their opinions about the clubs have undergone radical change. Here, for example, is what they now say in villages where clubs are in operation.

(*a*) "I am greatly impressed by the activities of the Yuvak Mangal Dal in my village. Two boys of my family have been members of the club since its very inception. Their example has been followed by other boys and girls in my family who now work on an enclosure which was so far lying waste. The way they have taken to vegetable growing leaves no doubt in my mind that they are developing the right attitude towards farming. I pray for the continued success of this programme."

(Sd.) SITA RAM SINGH,
Gram Neta,
Sarai Bharati (*Ballia*).

7-5-56.

(*b*) "The Youth Club is of immense benefit to the youths of the village. When I was of this age, I knew nothing of my ancestral occupation—agriculture—although I am the son of a farmer. I certainly could have fared far better had I received the basic training in a club like the one in my village now."

(Sd.) SHESH NATH SINGH,
Chhichhor (*Ballia*).

(*c*) "Youth club activity was started in my village about two years back. During this period I have noticed a tremendous change in the outlook of the village boys. They were formerly given to unnecessary quarrels but now they are engaged in profitable activities and have impressed everyone by their improved conduct. I have no doubt that in course of time they will turn out as ideal village leaders. I am really grateful to the workers who started this useful activity in my village."

(Sd.) SHIV SAGAR SINGH,
Bhimhar (*Ballia*).

30-4-56.

(*d*) "Before the club started in our village, youths spent most of their time either in idle gossip or playing cards. But now we have seen them using their spare time most profitably on their projects or in their meetings which are conducted in an organized manner. The recreational and cultural activities have brought about a much desired change in the general tone of our village life."

(Sd.) RAM SINGH,
village Sherpur,
district Etawah.

(*e*) "I have been very much impressed by the projects of youngsters in the villages Sherpur and Sonvarsa. We would very much appreciate and be grateful if a similar club is started in our village also."

(Sd.) SUBEDAR SINGH,
village Nasadipur,
district Etawah.

(8) Social Service and Cultural Work

Clubs did not confine their work to economic and agricultural projects exclusively. Besides ordinary recreational activities such as games, sports and physical culture exercises, members organized various social service campaigns and cultural activities:

(i) Village sanitation on Diwali festival and periodically thereafter.

(ii) Participating in and organizing '*shramdan*' for village roads.

(iii) Celebrations of festivals such as: Krishna Janamashtami, Gandhi Jayanti and Independence Day.
(iv) Acting volunteers for social service at fairs.
(v) "*Kirtan*" and "*Antakshari*" contests.
(vi) Skits and one-act plays and camp fire yarns.

The influence of club work and the opinions of village adults have reached out to other villages in the Pilot Project areas and increasingly requests are made that the work be started there also. A beginning toward expansion has been made in response to such spontaneous requests in eight additional villages in Etawah District and six in Ballia District. More villages will be brought into the programme as more trained youth workers become available.

Further Expansion

13. The programme for the year 1955-56 was drawn up in the light of the experience gained during the first year. Special care was taken to keep expansion fully backed by trained personnel, literature and other essential supplies and to prevent too rapid expansion of the youth organizations to villages where proper guidance is not available or where thorough ground work has not been done. Interest in youth activities should, by all means, be encouraged but formalization of the work in villages should be carried out only when an adequate cadre of staff members trained in youth work has been developed.

14. A first step toward developing such youth workers was taken by the Planning Research and Action Institute sponsored training camp at the Bakshi-ka-Talab centre during November and December, 1954. Camps were also held in Sissendi (April, 1955) and in Dohrighat (June, 1955) and Institute specialists also inaugurated training in youth work at Pratapgarh, Bhimtal, Chaubattia and Agra at the Extension Teachers' Training Centres. These camps were intended to supply workers for the Institute's own immediate pilot project needs, and to discover youth work supervisors and teachers for future expansion. Though the Institute will continue its active interest in further youth project studies, the time is certainly here when consideration must be given to the expansion of the programme beyond the scope of the Institute's research and demonstration functions. It is certainly not the function of the Institute to carry it beyond the stage of demonstration and proof of what can be done, and how to do it, in pilot projects. The youth programme must be built into the normal development structure.

15. As a first step in that direction, the Institute recommended that intensive training in youth work be made a part of the curriculum of all training centres for development personnel. It was recommended that at least one-sixth, including time for field work, of each complete personnel training period should be devoted to this subject and that this book and/or its first edition be used as basic text together with material prepared or presented, in the first instance, under guidance of Institute personnel. Youth work training should also be made a part of refresher course and in-service training of all development personnel already on the job. To develop a sufficient number of men to serve on the teaching staffs of Extension and V. L. W. training centres in U. P., the Institute proposed that at least one teaching staff member from each centre be brought to a camp for one month of intensive study and practice under guidance of youth work specialists. As stated above, all this has been started and will be continued until enough people have been trained to fill all required positions. The pilot project clubs now operating under the Institute will continue to serve as demonstration and sight-seeing areas in connection with this training course. Upon returning to the centres after completion of the course, each trainee was equipped with a syllabus to integrate into the curriculum of his centre.

16. More will be said on the subject of training in a following chapter, but it should be recorded here that, as a result of the camp at Bakshi-ka-Talab, youth work was started in districts Saharanpur, Gorakhpur and Lucknow by personnel trained there. These areas were chosen upon requests of local development officers and on administrative advice that a distributed variety of locations be tried. This first step in expansion beyond the original pilot projects in youth work was intended to test the general applicability of lessons learnt and experience gained under less concentrated and controlled conditions. It was intended, also, as an interim phase preliminary to turning the work to the appropriate operating organization or co-ordinated organizations.

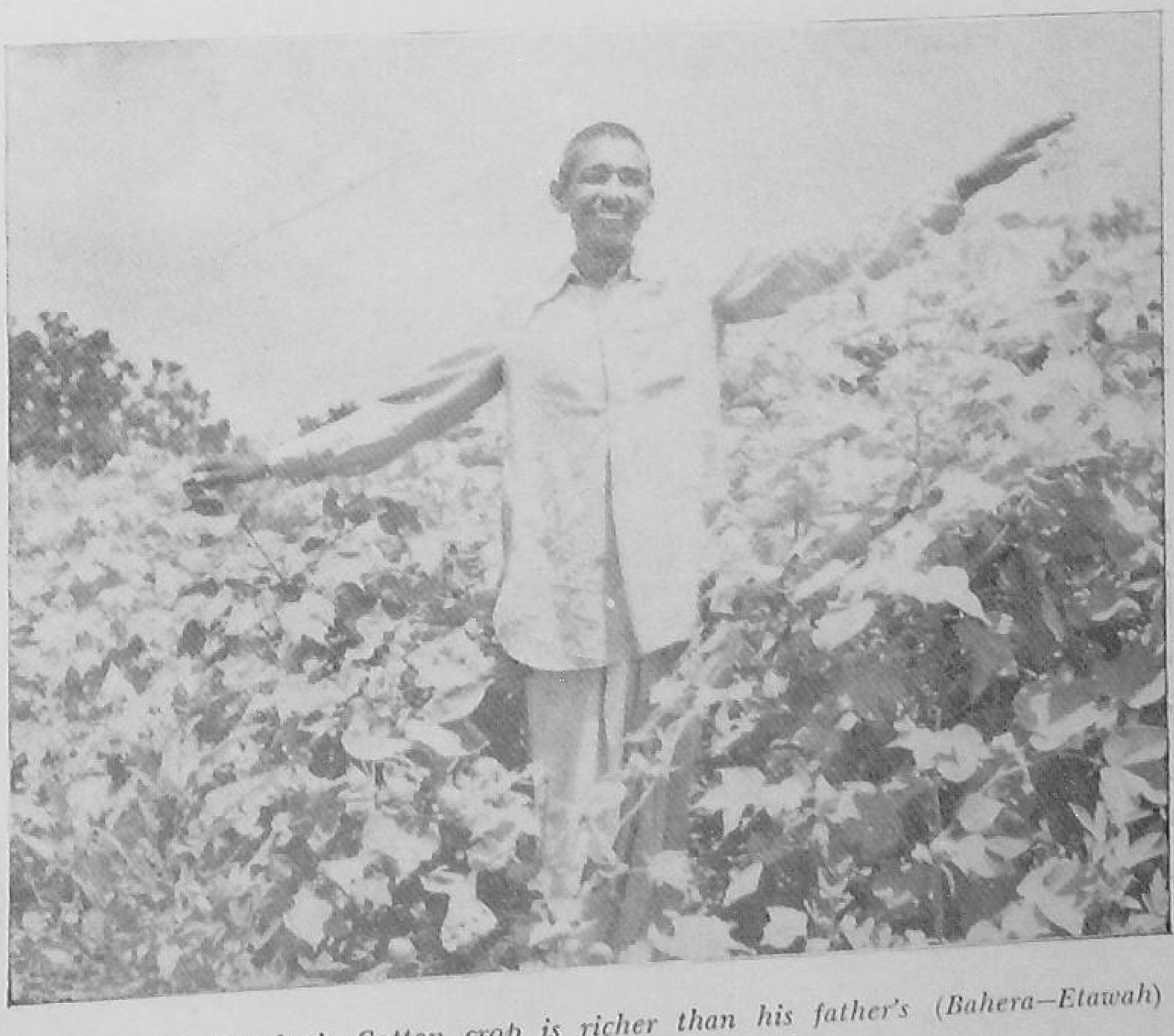
17. A second more drastic expansion under complete control of the appropriate operational organization is then recommended for certain areas where personnel has been trained in this work. By this stage it is assumed that some thing like twenty or twenty-five areas can be added.

18. It is generally agreed that in the future the scope of this work can be extended to girls as well as boys, urban as well as rural areas, the older youth as well as the younger age-groups. For the present, however, concentration will be on rural boys

between the ages of 12 and 20 years. Experience already appears to justify subsequent groupings with junior and senior branches, say from 10 to 15 and from 14 to 24 respectively. The distinction between the school-going and non-school-going will be ignored in membership rules for reasons to be explained in another connection. Organized youth work for girls, urban areas and older youth will be undertaken as and when requisite experience has been gained and necessary trained personnel and other resources become available.

19. Further progress will depend on the rate at which personnel can be trained. It is here, and in preparation of material and consultant services, that the Institute will continue to function for the next few years at least.

Surendra Narain, Secretary, Ujhiani Club, learns Bee-keeping



The youth member's Cotton crop is richer than his father's (Bahera—Etawah)

It is propping time for Tomatoes

"Sons of the soil are we!"

CHAPTER II

TECHNIQUES, PROJECTS AND PROGRAMME

Techniques

The basic technique of the Youth Programme is to learn by doing and to earn while learning. The members of the club undertake various individual or group projects according to their aptitude and opportunity with the constant technical guidance and help of Extension workers. They conduct farm, home and the community enterprises with an intelligent understanding of the various programmes, possibilities, problems and the possible means of overcoming them. Thus, they will develop profitable and desirable habits, increase their income and standard of living, create better homes and home environment through more healthful and hygienic living, and use leisure better through cultural, social and recreational activities, including games and sports, camps, competitions, tours and fairs.

2. Rural youth work is an integral part of Social Education and Agricultural Extension, regarded not merely as an important side-line but as a main plank of the programme.

3. The youth clubs, hereafter also referred to as "Mangal Dals" are voluntarily joined and democratically organized groups of young people working under the guidance of local volunteer leaders, trained, assisted and guided by the appropriate Community Project and other extension staff, such as, Village Level Workers, Field Teachers, Extension Teachers of the Junior High Schools, other selected teachers, P. R. D. Workers, etc.

4. Club members elect their own officers, plan and conduct their own programmes, hold regular meetings, and take part in community improvement. The adult leaders, whether official advisers named above or volunteer leaders, serve only as friendly consultants to guide the individual members and the club.

5. The clubs are concerned with practical economic activities designed to improve practices in agriculture and rural development as well as cultural and recreational activities to raise the educational level and community spirit of the villages.

6. Any youth, literate or non-literate, between the age of 12 and 20 years, who, with parental consent, agrees to "learn to do by doing" in some worthwhile activity in farming, home improvement, or community development may become a club member. The purpose and activities of the club are strictly non-sectarian and non-political.

Projects and Programmes

7. The practical activities in which members engage, as individuals, as groups, or as the entire club, are known as projects.

8. Each project is carefully planned and designed, under the guidance of adult leaders, to give club members practical on-the-job training in better ways of doing things to benefit themselves, their parents and the community.

Records

9. Each literate member keeps a simple record of his project; the clubs record their group achievements. By keeping these records each member gets practical training in book-keeping and can determine whether or not he is making a profit on his project. The non-literate members will be assisted by literate members in keeping their records. This will stimulate interest in education among the non-literate members. These records also furnish reliable data on which to build the future programme and a basis for recognition of worthy club membership. Only a minimum of paper work has been prescribed by way of record-keeping as per Appendix "A".

Selection and Assignment of Projects

10. Improvement of the present farm and village practices is the aim. It can be achieved through (*a*) better quality, (*b*) greater quantity, (*c*) less cost in labour and money and (*d*) introduction of new practices or new products.

11. The projects must be feasible in the area and needed in the village for better living or more profit. If we desire effective programmes, we should base them on real needs and build them around the active interests of the young people in our villages. The key-note of all programmes should be "helping young people to help themselves".

12. The essentials of a good project are that (*a*) it should provide good incentives by satisfying some local felt need, (*b*) it should be thoroughly practical and realistic, (*c*) the necessary technical skill or "know-how" should be locally available, (*d*) the necessary supplies, such as, tools, materials, literature, should be pre-arranged and (*e*) the collaboration of the members and others with a proper understanding and interest should be available. The full details of the programme should be worked out step by step. If any essential element is missing, a project should not be undertaken. Nothing succeeds like success ; nothing fails like failure. Be sure in advance that everything needed to succeed is available, can be used by the youth and will not make the follow-up too expensive or too difficult.

13. We should not, however, lose sight of the fact that the success of a project does not necessarily depend on financial profit alone. Success may take the form of a direct cash profit or an indirect profit in kind, such as, a contribution to the family food supply or an experience gained for future use or good habits learnt or a better tone of life in the village. The extent of the contribution to the individual or the community welfare or productivity should be the criteria for judging the value and suitability of the projects. Projects that can be undertaken by rural youths may be broadly classified as (*a*) Agricultural and Economic, (*b*) Community Service and (*c*) Cultural and Recreational.

Suggested Projects

14. While members of youth clubs are free to choose any project according to individual aptitude and availability of material and expert advice, it should be required of each member to undertake at least one agricultural or economic project. In addition to his individual project, the member should be encouraged to participate in at least one group project and, of course, in all club projects. So far as practical, each member should undertake a different type of project each year. This way versatility is developed. Below are listed some possible projects.

Agricultural and Economic Projects

15. These projects can be taken up by individuals or groups :

Individual Projects

(1) Better farming practices : Sowing of *Kharif* and *Rabi* crops—cotton, maize, wheat, barley, paddy, pea, berseem, sugarcane.

(2) Vegetable-growing : potato, lady finger (*bhindi*), tomato, brinjal, carrots, turnip, onion, cabbage, cauliflower, chilly, for the family and market.

(3) Planting fruit trees and plants : mango, papaya, lemon, guava, banana.

(4) Raising cattle : cow, goat or buffalo-calf.

(5) Poultry, where feasible.

(6) Bee-keeping in selected areas.

(7) Handling, repair and maintenance of agricultural tools and implements.

(8) Carpentry.

(9) Tailoring and shoe-making.

(10) Durrie-weaving.

(11) Seri-culture.

(12) Cycle repair and maintenance.

(13) Fruit Preservation.

(14) Hobbies which may ultimately develop into trades, e.g., making toys, collection and making of pictures and drawings for home decoration, photography.

Group Projects

As group projects the following are suggested :

(1) Preparing a demonstration plot for the community.

(2) Building a room for the club or school, beginning with work at a brick-kiln.

(3) Crop-protection campaigns.

(4) Decoration of home and environment, *Panchayatghar*, community centre in connection with collecting or making of pictures and drawings.

(5) Co-operative store—To give elementary training in co-operatives, a small village co-operative store handling staple requirements may be started wherever there are facilities and need for the same. (*See Chapter VIII for out-line of special training in co-operation*).

16. Generally, it may be assumed that land for agricultural projects cannot easily be furnished by landless parents, nor can they readily afford other assistance. Since most of them are now and are likely to remain landless, here is an opportunity for emphasis on handicraft and manual skill projects such as : brick-making, smokeless *chulha* building, metal work, leather work, basket making, chick and *murha* making, weaving and other industries such as bee-keeping and poultry, all planned for productive future employment.

Community Service

17. When we serve others, we help others as well as ourselves. Young people should be given a chance to grow personally by improving their home community. This is one of the best methods known to train and develop good citizens and leaders. Beginnings are to be made with familiar jobs close to home in their own village. Many youths will get inspiration towards high ideals and sound values if given encouragement to beautify the village *Panchayatghar*, local places of worship, school compounds, and village community centre. If youths have a part in its development, the community becomes a personal thing. Some ideas for community service projects are suggested below :

(1) "Brighten the corner where you are"—This fitting slogan can be translated into practice by clean-up of environment such as streets and *mohalla*.

(2) Village sanitation campaigns.

(3) Repair and maintenance of public places, e.g., *Gandhi Chabutra*, *Panchayatghar*, village road, temple, mosque, community centre, school-yard.

(4) Crop-protection campaigns such as rat extermination or control of gundhibug.

(5) Tree-planting : Roadside tree lanes and village shelter belts.

(6) Literacy drives.

(7) Junior Red Cross work.

Cultural and Recreational Activities

18. "All work and no play makes Jack a dull boy." Recreation is a form of education, because as people learn to have fun

together they also learn to work together. Recreation or organized play covers a large field of activity such as :

(1) Games and athletics—*Kabaddi*, tug-of-war, *mugdar* and wrestling,

(2) Sports : High and long jumps and indoor games.

(3) Races : 100 yards, 220 yards, mile and cross country races.

(4) Drills, Parades and physical culture including *Asans*.

(5) Music: Community singing, *Kirtan Mandalis*, folk songs *Alha*, festival celebrations, such as, *Holi*, *Diwali*, *Gandhi Jayanti*, *Independence* and *Republic* days.

(6) Village theatricals : Dramatics, operas, shadow plays, *Ramlila* pageants, street playlets and skits, active and quiet games for meetings.

(7) Camping and picnics : Week-long training camps, over-night and one-day outings, picnics.

(8) Scouting.

(9) Arts and crafts : Hobby shows, craft work, personal collections.

(10) Tours and trips to model farms, industries and co-operatives, places of scientific and historic interest, attending meetings of *panchayat* or State Legislature in the State Capital, interviewing important personalities.

(11) Team competitions and tournaments, first group-wise, then village-wise and finally inter-village.

19. Recreational and cultural activities are not something apart from project work but rather just another phase of training that helps to develop youth and provide healthy recreation and dispel monotony of life in rural areas. However, in the work of rural youth clubs, recreation should not be emphasized at the expense of project teaching because the distinguishing feature of club work is the project work which boys do and the practical results which they obtain.

Special Responsibility to Harijans

20. The youth worker, advisory staff and/or volunteer leader assumes responsibility for all village youth eligible for club membership. This includes Harijan boys. He must be constantly

aware of the special problems of these boys. They are a vast resource of useful labour and citizenship in the villages for whom development opportunities must be found. This will require much thought, careful planning and tact. The local volunteer youth leader will need training and guidance in planning projects with the Harijan members of the club.

21. A word of caution should be clearly noted that no project which is not financially sound and which is not likely to train the youth in something that they will utilize when they grow up, should be undertaken. No project should be undertaken just for show. Each project must be co-related to some basic need of life and should be intrinsically sound, technically as well as economically.

22. The social and economic structure envisioned for India's future requires major place for co-operative life and enterprise. To prepare young people for participation and leadership in this new system, youth club work in villages should place proper emphasis upon training in co-operation. Accordingly, a chapter on training in economic co-operation has also been incorporated (Chapter VIII).

CHAPTER III

HOW TO INITIATE YOUTH PROGRAMME

Along the lines of the principles and purposes outlined in the foregoing chapters, the following steps for the actual establishment of rural youth clubs are given for use by the youth worker with suitable modifications and necessary adaptations to local requirements and conditions :

(i) informal contact with village adults and youths ;

(ii) selection of interested youths and potential volunteer leaders ;

(iii) sight-seeing in other areas ;

(iv) initial educational programme with the aid of films, film-strips and printed literature ;

(v) training camp for prospective members and potential leaders ;

(vi) survey and selection of projects ;

(vii) location of permanent club members ;

(viii) first preliminary meeting ;

(ix) formation of the club ;

(x) subsequent meetings ;

(xi) formation of Youth Advisory Committee ;

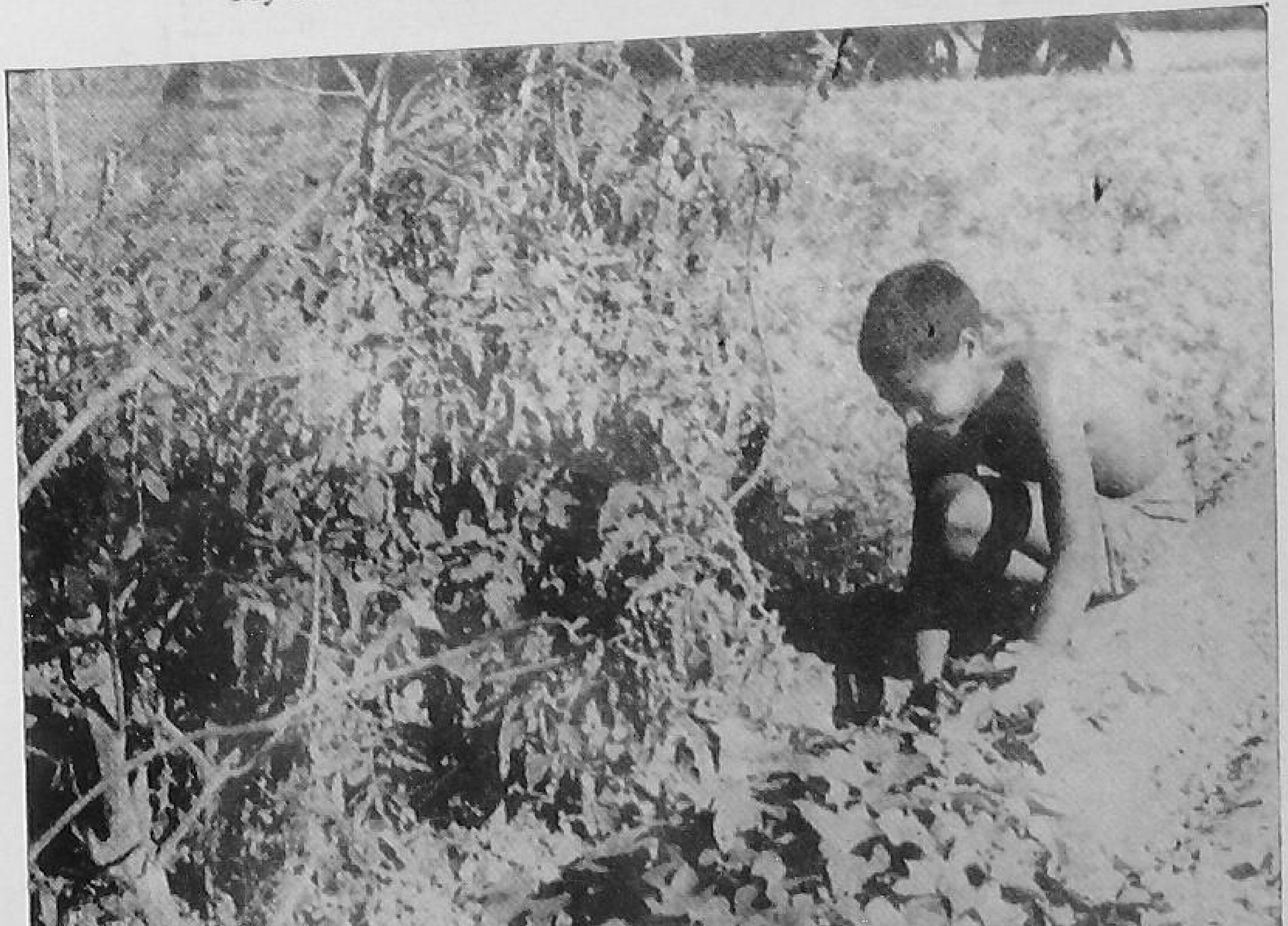
(xii) formal election of office bearers ; and

(xiii) selection of local volunteer leaders.

1st Step : *Informal Contact—*

2. Informal individual approach to progressive villagers and the youths will enable the youth worker to get first-hand knowledge of the conditions of the area and the local people and some acquaintance with the nature of youth work. If the worker has already been in the area and enjoys the confidence of the people, this step may not be necessary or, at any rate, may be short. In any case, this should not take more than one week.

My exhibit at the next kisan Mela will be a Prize cauliflower!



Learning while doing—Keynote of Mangal Dal activity

Open air camp—quiz time

Training in Democracy—club members holding the monthly meeting

2nd Step : *Selection of Interested Youths and Possible Voluntee Leaders—*

3. The informal contacts will enable the worker to find out some interested youths as well as adults willing to know more about the programme. Such people are likely to benefit considerably through sight-seeing. One or two days in the village should be enough to make such preliminary selection.

3rd Step : *Sight-seeing—*

4. They should be taken out on a tour to the neighbouring areas where this work has been in progress so that they may see with their own eyes the kind of work that is being done, the objectives and methods of the programme and the programme's feasibility in their own area. With the villagers, like with most of us, "seeing is believing" and, therefore, sight-seeing is most effective for enlisting interest and co-operation. This should follow soon after step 2, and should last from three to seven days depending upon the distance to travel.

4th Step : *Initial Education Programme—*

5. Sight-seeing limited to one or two areas, may not give a complete picture of the various aspects of the programme. Therefore, it should be supplemented by shows of films and filmstrips relating to youth work in other areas, or in other countries, study of literature, group discussions, and one-act plays and other media of social education so that the prospective members and the volunteer leaders may fully understand the implications of the programme. This more intensive orientation should extend over a period of two weeks to one month, depending on how many meetings can be held.

5th Step : *Training Camp—*

6. The next step should be to collect prospective members and the potential volunteer leaders in a training camp lasting about a week in order to initiate them in the programme and explain the technical aspects of the various individual, group, or community projects they may later undertake.

6th Step : *Survey and Selection of Projects—*

7. As part of the training course, which will be more like a seminar than a class, a preliminary survey on the following general points as well as selection of projects should be undertaken :

(*a*) Is there youth organization in any form ?

(*b*) How many members, or, if no club exists, how many are interested as potential members ?

(*c*) What age distribution ? How many in age group 12—20 ? (This should be age spread during first year).

(*d*) How many are in school ; how many non-school ? How many literate ; how many non-literate ?

(*e*) What are the characteristics of the village ?

(1) The quality of land.

(2) The standard crops.

(3) Quality and type of live-stock:

(4) General tone of life :

Attitude and response of cultivators.

Relatively prosperous ; fair ; poor ?

(5) Labour supply : Are youth fully employed at early age ; under-employed : unemployed ? How much leisure ? How used ?

(6) Is there a school ? If not, how near and what kind ?

How many attend school ?

How many do not, and do not plan to ?

(7) How will youth clubs fit into the general community development scheme ?

(8) Is there a meeting place ?

(9) Does village have any improvement works ?

Sanitation ? Dispensary ? Tube-wells and covered cement or brick wells ? *Shramdan* work ? Community Centre ? Other ?

(10) Is there interest in agricultural improvement ? Have better practices been introduced ? Which ?

(11) Is there a co-operative ? What kind ?

(12) Is there any work for women's improvement ?

The above and similar questions all have a bearing on how, when, and for what purposes youth clubs can usefully function.

They also relate to the basic question upon which youth clubs can be started on practical projects as well as cultural, social and recreational activities such as :

What does the village need ?

1. *More and better vegetables of such as are now grown* ?
   New vegetables not now grown but cultivable and useful ? Kitchen gardens ? Nursery beds ?

2. *Better live-stock* ?
   By improved breeding ?
   By improved care ?
   By additional types of animals ?
   Bee-keeping ? Poultry, where feasible ?

3. *Tree plantation* ?
   More productive trees ?
   Additional tree acreage ?
   New types of productive trees, shrubs, bushes ?
   Mulberry, for example ?

4. *Handicraft and cottage industry* ?
   What crafts now practised ?
   Is there a market for these and others ?
   Are standards good ?
   Are they profitable ?
   What chance for expansion and improvement ?
   Are necessary facilities available : who pays : for what ?

Examples for Appraising Proposed Projects

Vegetable growing—

1. Is typical or adequate soil available for the individual project ; for kitchen gardens : for a group garden ?

2. Can high-grade, improved, tested and approved seed be had ? Where ? At a price the members can afford ? Who pays ? Can seed be had at a nominal cost, the balance subsidized by the Project ? Can arrangements be made for members to pay after the crops, in cash or kind ? If surplus beyond family needs result, is there a market ? Seed must be there and on time.

3. What does the soil need ? Are the fertilizers available ? Who pays ? How much ? How ?

4. Is irrigation, where needed, readily accessible ? How much labour ? Is it practical ?

Live-stock care—

1. Is the animal an improved type, healthy, and worth care to begin with ?

2. On what terms with parent does youth work with it ?

3. Is proper feed available ? Who pays for it ?

4. Whose is it when the animal is grown ?

Similar questions apply to all projects.

Community Service Programmes—

1. Is there a "*Kirtan Mandali*" in the village ? Can *Prabhat Pheries* be organized ?

2. *Bhajan Mandalis* ? Village Musicians ? "*Alha*" or "*Dhola*" parties ?

3. Are there any places of worship ?

4. Are any cultural fairs held ? Ramlila, etc. ?

5. Is there a common meeting place ? Community Centre ? *Panchayatghar* ? School ?

6. What festivals are popular ? Dasehra ? Diwali ? Ram Naumi ? Krishna Janmashtami ? Holi ? Id festival ? Raidas or Nanak Day ? Gandhi Jayanti ?

7. How are these festivals celebrated ? What improvement can be introduced ?

8. To what extent do Harijans take part in festivals ?

7th Step : *Location of Permanent Club Members and Volunteer Leaders—*

8. Some of the persons coming forward as a result of superficial enthusiasm will drop out during one of the preceding stages and it will be easier definitely to locate the permanent club members

with more than momentary interest. It will also be possible at this stage to judge the villagers who can fill the important role of volunteer leaders effectively.

For further details on procedure, consult Chapter V on the qualities, duties, selection and training of local volunteer leaders.

8th Step : *First Preliminary Meeting—*

9. At this stage a preliminary meeting of the following may be convened :

(1) Prospective club members.

(2) Parents.

(3) Local volunteer leaders.

(4) Members of official or semi-official agencies, such as Extension Teachers, primary school teachers and Panchayat Secretaries, G. L. Ws. and V. L. Ws.

At this meeting the objectives, principles and methods o village youth work will be thoroughly explained and the formation of a youth club suggested. The comments, questions and opinions of those present should be invited, and the motion or proposal to organize a club should be made by a villager.

9th Step : *Formation of the Club—*

10. The formation of the club itself will come soon after the general meeting, perhaps best after a few informal meetings with potential members.

During this preparatory period, demonstrations and explanations on how to conduct meetings, responsibilities of officers and members, and on the formulation of simple, basic rules should be given. During this phase of initiation into the organization, the youth worker and the volunteer youth leader will also explain what is meant by project work : individual projects ; group projects : community projects. Use examples of the kind of projects which will be practical, beneficial and profitable in their particular village. Make a list of such projects : for individual undertaking ; for small group undertaking ; for larger group undertaking ; and for the whole club.

Check up if the necessary supplies, funds, technical skill and other essentials are available. Ask them to think about and discuss with their parents what they would like to undertake.

10th Step : *Subsequent Meetings—*

11. Early subsequent meetings should be held after they have had a chance to think things over and to discuss the matter with their parents, as they should be told to do, and have decided on choice of projects.

(*a*) One or more local leaders should be present at each meeting. Care should be taken that they do not take over and dominate the meetings, but act only as sympathetic and friendly advisers.

(*b*) So far as possible, these early meetings should be attended also by the other development workers such as V. L. W. and/or the Extension Teacher and the Field Teacher, P. E. O. B. D. O., A. D. O. (Social Education) and other G. L. Ws.

(*c*) Meanwhile, at the appropriate time when potential members are sufficiently oriented, the volunteer youth leader and the youth worker will help the boys in the formation of the group into a club. Officers will be elected, rules and regulations adopted, and club procedures agreed upon.

(*d*) Meetings will be conducted along democratic lines. Records or minutes of each meeting will be kept by the elected Secretary. For Draft Constitution and the notes thereon please refer to the next chapter.

11th Step : *Formation of Youth Advisory Committees—*

12. After the initial organization phase has progressed to the point where general understanding and a degree of sympathetic co-operation and friendly working relationships have been established, a Youth Advisory Committee for each two or more (limited to six) village youth clubs should be formed. This Advisory Committee, to serve as a sub-committee to the Project Advisory Committee, will be made up of—

(1) The local volunteer leaders.

(2) At least one member of each youth club.

(3) The members of the Project Advisory Committee residing in or representing the area.

(4) The Extension Teachers and Principals of the Junior and Higher Secondary Schools in the area.

(5) V. L. W. and/or other Youth Leader and other interested persons, not exceeding 5, to be co-opted by the Committee.

The Youth Advisory Committee will meet at least once each quarter to review club work results and to advise on plans and programmes for the ensuing months. The Committee will elect its own officers from those eligible to membership. A major function of the Committee will be to encourage and sponsor joint club activities, such as inter-village competition, meetings, contests, fairs, demonstrations of achievement, tours and camps.

12th Step : *Formal Election of Office-bearers—*

13. It is difficult to fix a specific time in the foregoing procedure for the formal election of office-bearers. No democratic set-up can do without elections. At the same time, premature elections may do more harm than good by creating party factions or by election of office-bearers without full appreciation of their duties and responsibilities. The youth workers and the volunteer leaders should carefully determine the time when formal elections should be held and the manner in which they should be conducted so as to give the club members real training in democratic procedure.

13th Step : *Selection of Local Volunteer Leaders—*

14. The formal selection (or election) of such local volunteer leaders as have shown interest in and promise of effective service to the club during the procedure outlined in the steps above should take place at about the same time as the election of officers in step 12.

CHAPTER IV

CONSTITUTION AND CEREMONIALS

The foregoing three chapters deal with the general principles underlying the purpose, objectives, scope, technique and programme of the Rural Youth Organization. This chapter deals with the constitution and activities of the youth club. A draft constitution, which may be adopted by a club, with suitable modifications in the light of the local conditions, is given in Appendix "B". The following explanatory notes on each article are given by way of clarifying such points as are not already covered in the preceding chapters.

Name

2. There is much in the name in this programme. The name should be simple, significant and catch the imagination of the public, workers and youth members. The term '4-H Club" or 'Young Farmers Club" does not have an equivalent in Hindi that will catch the imagination of the people. Besides, there is no point in copying a name. We have, therefore, to find a significant and forceful name in our language. The Agricultural Institute, Allahabad, has designated the organization as "Kamal Dal" —(क) standing for *kar* (hand), (म) for *mana* (mind) and (ल) for *lochan* (eyes). The term "Kamal" or lotus has a traditional and cultural association also. It does not, however, seem to be quite appropriate. The name adopted in PEPSU is "Naujawan Kisan". It seems to be a literal translation of Young Farmers Club and is not very appropriate either. The names adopted in Ballia, Etawah and Gonda are "Sewadal", "Navyuvak Mandal" and "Mangalam" respectively. "Sewadal" does not denote the meaning and purpose of this work. "Navyuvak Mandal" does signify youth organization, yet is not so catching. Besides, the membership of the organization is not to be restricted to senior and junior boys only, but will also extend to girls and young women. Separate names for these various wings such as, "Yuvak Dal" (Senior Boys' Club), "Bal Dal" (Junior Boys' Club), "Mahila Dal" (Senior Girls' or Women's Club), "Kanya Dal" (Junior Girls' Club) should be adopted. "Mangal Dal" is suggested as a common name applicable to all these wings. The term "Mangal Dal" denotes welfare and its connotation is wide enough to include educational and recreational aspects.

Ujhiani Club—Winners of the Reolofs Shield at the inter-club competition held at Ajitmal (Etawah) in 1956

Membership

3. As indicated earlier, the members of the club will be divided into "Junior" and "Senior" wings for boys and girls. They may be named as "Yuvak Dal", "Bal Dal", "Mahila Dal" and "Kanya Dal". In the initial stages, however, it is suggested that this age distinction be ignored and work be confined to boys only. No distinction should be made between literates and non-literates.

School-going and Non-school-going Members

4. Literacy is not the *sine qua non* for club programmes and projects. These are practical and aim primarily at learning by doing. It must, however, be recognized that there is some difference between the literate and non-literate (School-going and non-school-going) members and this difference must be taken into account in project and club work. But the difference between them should not be exaggerated. It is not as great, usually, as one might conclude on first thought.

5. It is a mistake to equate literacy and intelligence. The illiterate is not necessarily stupid; he may merely lack opportunity. Nor is the literate by that sign necessarily brighter; he has only the added advantage of better learning tools. The tools for learning which literacy affords are very important, but they are not the only ones. This is a fact which literate people often forget.

6. The rural youth club should promote the unity of village youth. To make sharp distinctions within the club between those who can and those who cannot read, or any other distinctions, will defeat one of the chief purposes of village youth work. Such distinctions are largely artificial; and where they exist it is the purpose of club work to erase them. The members of the youth clubs will be provided full facilities for literacy as part of our social education programme and it is hoped that they will all become literates within one year from the date of joining the club.

Pledge

7. The pledge suggested for club use, formulated on advices from various sources, follows:

मैं प्रतिज्ञा करता हूं कि मैं एक सच्चा, स्वस्थ, साहसी, सुयोग्य और सदाचारी मनुष्य बनूंगा। समाज सेवा, स्वावलम्बन और सहकारिता मेरे जीवन के आधार होंगे और मैं संयम, शिक्षा और संगठन द्वारा जन-सेवा के योग्य बनूंगा।

In the above pledge it will be seen that the emphasis is on truth, social service, self-reliance and co-operation. These are

fundamental in purpose to youth work. It also emphasizes the various objectives of the club and is in keeping with our cultural tradition.

Emblem and Flag

8. An appropriate emblem and flag, used by all clubs, are important factors in individual and group morale and *esprit de corps* and should be carefully selected. The Institute Project Advisory Committee for Youth Work suggested the emblem shown here. This emblem represents three ideals for which Rural Youth Organization stands :

(1) *Wheat*—for rural prosperity.
(2) *Lotus*—for cultural heritage and national aspirations.
(3) *Sun*—for energy.

Mottoes and Slogans

9. Mottoes and slogans occupy an important place in the technique of youth work on account of their psychological appeal to youths. Each club should develop its own mottoes and slogans. Some are suggested below :

Mottoes

(1) To make the best better;

(2) To beat our own best record.

Slogans

(1) To win without bragging, and to lose without squealing;
(2) To learn to do by doing;
(3) To plan your work, and work your plan;
(4) To be a willing follower or a worthy leader in my turn;
(5) To be your own best exhibit;
(6) Keep your head when you win and your heart when you lose;
(7) Brighten the corner where you are;
(8) United we stand and divided we fall;
(9) आराम हराम है;
(10) परहित सरिस धरम नहिं भाई;
(11) संघे शक्ति कलौ युगे;

CEREMONIALS—A SIGNIFICANT FEATURE OF YOUTH CLUB PROGRAMMES

10. Ceremonials serve a useful purpose in high-lighting the ideals of Mangal Dal activities with dignity and creating a closer bond among club members. When young people join a club an initiation ceremony should take place. This emphasizes the ideals of the club programme and the responsibility to be assumed by members.

An Achievement-day meeting is the crowning event of the club year. It emphasizes the importance of work well done; affords a splendid means of giving recognition to club members and those who have aided club programmes; provides an opportunity to extend the influence of the demonstrations conducted and obtain endorsement by prominent people.

11. A model of an initiation ceremony is given below. The ceremony is most appropriate at time of enrolment :

Office-bearers (President, Vice-President, Secretary, Treasurer, Project Leader, Assistant Project Leader) are seated facing the door. Guide ushers in the prospective member.

President—"You are about to become a member of the Mangal Dal. Will you please tell the office-bearers whether you are earnest in becoming a member? Have you sought the approval of your parents and selected a Project?"

Candidate—"I have".

Vice-President—"Before becoming a member you should become acquainted with the organization and purposes of the 'Mangal Dal'." (Reads objectives as given under Article II, Appendix B.)

Secretary—"Our emblem represents three ideals for which Mangal Dal stands—

(i) *Wheat*—for rural prosperity.
(ii) *Lotus*—for cultural heritage and National aspirations.
(iii) *Sun*—for Energy.

Our motto is "सत्यम् शिवम् सुन्दरम्"

Our slogans are (Reads slogans as given previously).

Our Pledge—"I pledge on my honour that I shall grow into a truthful, healthy, courageous, skilled and capable man of character. I shall base my life on

self-reliance, co-operation and service to the community, and I shall render myself fit for community service through self-control, self-education and discipline. So, help me God".

President—"You are now familiar with the purposes of Mangal Dal work, the extent of the organization, the Dal emblem and what it symbolizes, the motto and the membership pledge. Are you willing to try to live up to these ideals of the Mangal Dal organization?"

Candidate—"I am."

President—"Do you now wish to become a member of the Mangal Dal?"

Candidate—"I do."

President—"In becoming a member of our 'Dal' we expect you to attend our meetings regularly, take an active part in our programme, complete your project work, make an exhibit and help other members of the 'Dal' who may be in need of such help. As you sign the membership register please think of the responsibilities that you are assuming."

(Candidate signs Secretary's Book)

President—"Please repeat the 'Mangal Dal' Pledge after me."

(Candidate repeats the pledge)

President—"You are now a member of................ (name of club) 'Mangal Dal'. We welcome you into its membership. May you ever do your full part in carrying out the 'Mangal Dal' Programme. May you be faithful in helping to carry on your own 'Dal' Work as a part of the general extension programme of your community in partnership with your parents and neighbours, and in living up to its high ideals to the end that you will be among the distinguished number who are working for a better home, a better Nation and a better World."

(Mangal Dal Song.)

CHAPTER V

TRAINING OF MEMBERS, YOUTH WORKERS AND LOCAL VOLUNTEER LEADERS

THE vital importance of training to the club members, volunteer leaders, extension workers and the instructors for the expansion of the youth movement cannot be over-emphasized. This is the most important limiting factor and the success of the programme will vary in direct proportion to the success of the training programme. The important aspects of training consist of—

(1) Job training through practical field work in an area, where the work is already going on.

(2) Sight-seeing in areas where work has been going on.

(3) Class-work at training camps in the form of group-discussion, key-point lessons and other literature. Use of films, filmstrips, charts, books and other audio-visual aids.

(4) Seminars and conferences of the workers and volunteer leaders in the same area, or at a central place for more than one area.

2. Work was started in districts Ballia and Etawah without this training as there was no area where training could be imparted. This handicap was overcome through close supervision and guidance by the specialist staff, limiting operation to only six villages and preliminary orientation. The future expansion of the programme should, however, be preceded by rigorous and thorough training of personnel to keep pace with the growing demand for it.

Training of Club Members

3. Before organizing a club in any new area, the prospective club members and their volunteer leaders, should be taken out for sight-seeing in Etawah, Ballia and other areas where the work may be in progress. They should also be supplied with the necessary literature and the objectives and the methods of working of these clubs should be explained through films, filmstrips, charts and other audio-visual aids available through the Institute. If

possible, a training camp for about a week should be held to acquaint them with the organization and the methods of club work and key-point lessons in the technical aspects of projects they are going to undertake. Two such camps were organized in Etawah and Ballia in October, 1954. Similar training camps were organized in districts Lucknow, Gorakhpur and Saharanpur as a prelude to the introduction of this programme. The experimental work under the auspices of the Planning Research and Action Institue is being carried out only in these five districts. The programme may, however, expand under the auspices of the Education and other departments in other districts on the lines indicated in the chapter on Organizational Pattern. It is suggested that this procedure be adopted wherever the work is undertaken. Institute consultants are prepared to assist in initiating such work [*see* Appendix C (2)].

Training of Volunteer Leaders

4. In the initial stages, the training of the volunteer leaders will be similar to that of prospective club members. The volunteer youth leaders should be closely associated with this work in their areas. After the projects have been in operation for a few months and these volunteer leaders have acquired an insight into the programme, they may be called for an intensive training course lasting about 10 days. The volunteer leaders are the backbone of the whole organization and, therefore, they should be thoroughly trained not only in the methods and working of the Mangal Dal organization, but also in the technical "know-how" of the various agricultural and other projects. Being practical farmers, it will not be difficult for the volunteer leaders to acquire the necessary skill. Because of its importance more detailed discussion of this subject can be found in the next chapter.

Training of Staff

5. Job training and class-work at a training camp will occupy the most prominent place in the training of the field staff, such as the Village Level Workers, Field Teachers, Extension Teachers, P. R. D. workers and A. D. O. (Social Education). Sight-seeing and the use of audio-visual aids will, however, be quite as important as in the case of club members and volunteer youth leaders. To train the large army of workers that we shall need will be a Herculean task. The first one month training camp was held at Bakshi-ka-Talab from November 20 to December 22, 1954. The total number of trainees

was 48 drawn mainly from districts Etawah, Ballia, Gorakhpur, Lucknow and Saharanpur, as detailed below :

(1) Extension Guides and Teachers	.. ..	.. 12
(2) A. D. O.s (Social Education)	.. ..	.. 3
(3) Field and Adult Teachers	.. ..	.. 13
(4) Village Level Workers	.. ..	.. 19
(5) Zone Worker	.. .. ..	.. 1
	Total	.. 48

Besides these, eight Co-operative Supervisors from Etawah also attended the camp for a period of eight days.

6. The results of this training, uneven and varied as they were, in the first step toward expansion of the movement in Gorakhpur, Lucknow and Saharanpur were sufficiently encouraging to prove the value of the syllabus and method used. Changes and adaptations would naturally have to be made in terms of our experience and the varying types of trainees brought into future camps. By now, owing largely to the growing awareness of youth work possibilities brought about through constant consultation, correspondence and contacts, all concerned operational agencies were ready to depute workers for training at such centres. Meanwhile too, it had become clear that the first step toward integration of the work on a permanent basis into the operational agencies must be the establishment of sound training programme for potential youth workers. A beginning had to be made along the lines followed at Bakshi-ka-Talab, but with emphasis upon the training of trainers who in turn could carry on as youth workers and as instructors of other youth workers at the training centres for Extension Teachers, V. L. W.s, P. R. D. workers and A.D.O.s (S. E). A relatively small but well trained cadre of representative men from each of these agencies to serve as instructors at the respective personnel training centre would, under careful guidance, make the radiation of the youth programme on a sound basis possible by bringing to bear upon it all talent and resources available in the agencies operating at the village level. The Institute accordingly recommended that intensive training in youth work be made a part of the curriculum of all development personnel training centres, this course to be not less than one-sixth, including time for field work, of each such training period. In the first instance, the training should be conducted in collaboration with P. R. A. I. specialists. Youth work should also be made a part of all refresher courses and in-service training for development personnel already on the job.

7. While there were a few men sufficiently informed on the subject of youth work and who had proved their ability in the field the number of these who could help in training was small. To develop a sufficient number of men to serve on the staffs of the 20 or so V. L. W. training centres, the eight Extension Teachers' Training Centres and P. R. D. camps, the Institute proposed that selected staff members from each such centres be brought to a 21-day camp for intensive study and practice under the guidance of Institute specialists. This proposal was adopted by the Institutes Advisory Committee on Special Extension Work with Younger Age Groups and in April, 1955, the course was conducted at Sissendi for 32 trainees, including Assistant Development Officers (Social Education), Field Teachers, V. L. W.s and District Organizers and Zone Workers of P. R. D.

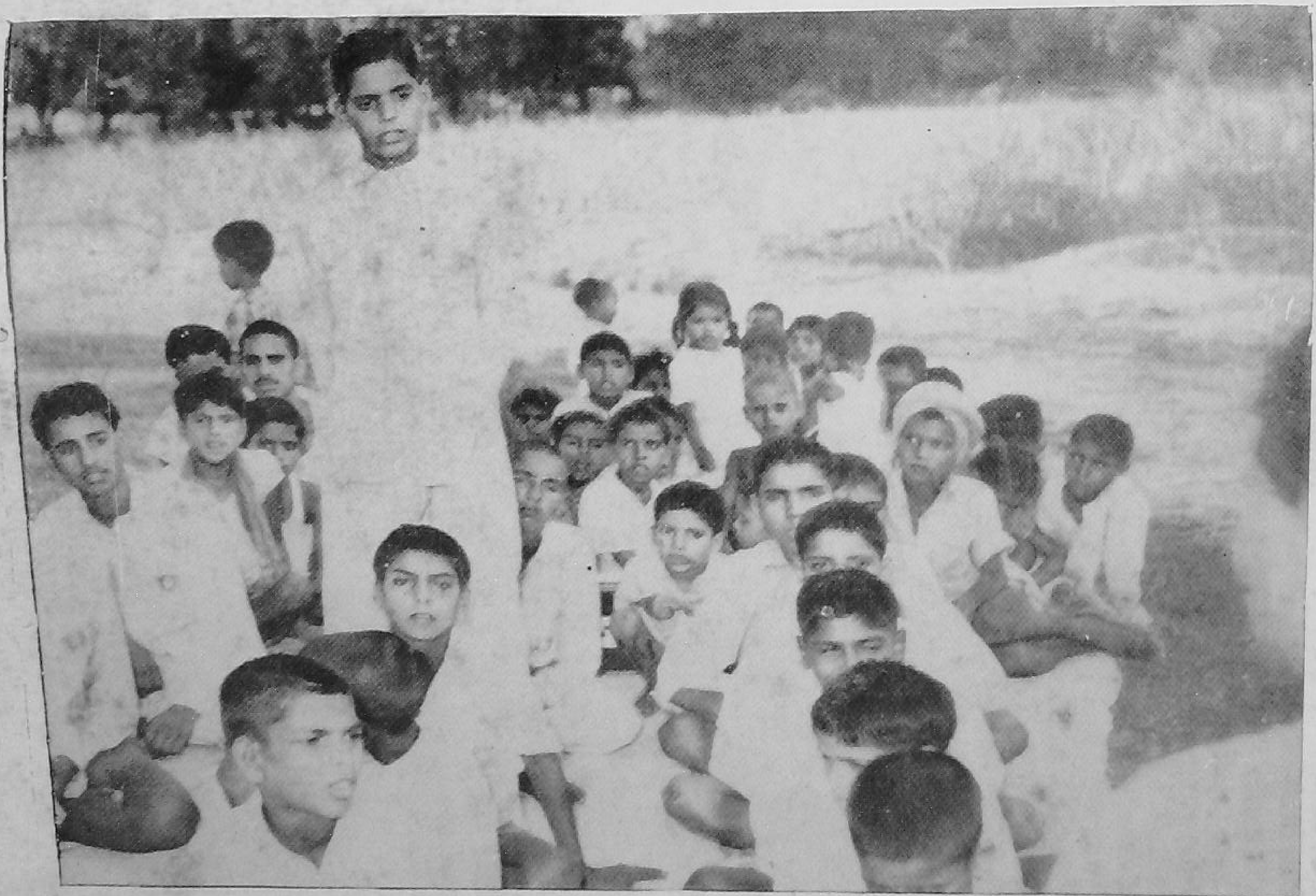
As a result of discussions with the State Education Department the Institute organized a special ten days' training camp at Lakhana (Etawah) in January, 1956 for 36 selected Extension Teachers/Guides belonging to the nine districts of the Allahabad Region. Another camp for 45 Extension Teachers undergoing an in-service course at Ballia was organized at Ratanpura (Ballia) in March, 1956. A similar camp will be held for 150 Extension Teachers at Pratapgarh in the second half of May, 1956. Meanwhile, the Extension Guides of the Re-orientation Office, Allahabad, who were trained at Bakshi-ka-Talab, have been carrying on the radiation programme at the five other Extension Teachers' Training Centres in the State.

8. Using the first edition of this "Guide" as a text and the syllabus used at Bakshi-ka-Talab as the pattern, the group discussion and seminar method of instruction was effectively employed. This was possible because the trainees were of relatively higher academic level and all had had considerable field experience, some of them in youth work. This method provides excellent opportunity for cross-fertilization of ideas and development of originality in thinking. Teachers and Group leaders are urged to use it in every teaching and learning situation (*see* Appendix E).

9. Since the Sissendi, Bakshi-ka-Talab and Lakhana camps the trainees have gone to their respective areas and organized rural youth clubs. A brief course of training was also given to trainees at Dohrighat in Azamgarh District.

Co-ordinated Approach

10. As in the case of actual field operations, co-ordinaiton between the Extension set-up, the Training Branch of the Education Department and the P. R. D. has been achieved in the



"On a point of order, Sir"; club-member gets a hearing from the President

development of training programmes. The youth work programmes as demonstrated in the pilot project areas had been accepted by those responsible for the Education Extension, Community Development and N. E. S. and P. R. D. as a potentially effective media for the work they were undertaking at the village level. Accordingly, responsible representatives of these agencies were helpful in the development and application of the syllabus for youth work training. This syllabus has now been integrated into the course given at all Extension Teacher, P. R. D., A. D. O. (S. E.) and V. L. W. training centres.

CHAPTER VI

THE LOCAL VOLUNTEER YOUTH LEADER

The Need for Local Leaders

The success of rural youth organizations, as well as that of all other phases of the Community Development Programme, depends in the final analysis upon local leadership. It is manifestly impossible to have a Village Level Worker, much less an official youth work specialist, in every village. Nor would it be desirable, since one of the chief aims of the Community Development Programme is precisely to develop the people and popular leaders in the villages. The enduring success and worth of the entire programme depends upon the continuous interest and response of the people under enlightened local volunteer leadership.

The Problem of Finding Local Leaders

2. A major problem in connexion with the promotion of village youth work, as was true of all village development activities, is the almost complete lack of such local leaders. Before we achieved our independence as a Nation, leadership of the kind now so needful was not encouraged. As a matter of fact, it was generally repressed. Programmes affecting villagers were not planned with the participation of villagers and their leaders.

3. All that is now changed. We are committed to the building of a democratic State in which all programmes are planned and executed for and with the people. In the new India, the role of village leaders preparing the people to take up new ideas and responsibilities is of vital importance. For this new India with new approaches to its problems and new programmes for their solution, new leadership must be developed from the broad stratum of the people.

4. The training of new leaders for new fields of activity presents some advantages. We can start with a clean slate, as it were. Ignorance can be improved with knowledge. Prejudice, mistaken attitudes and old habits are hard to reshape or replace. To retrain is harder than to train anew.

5. Since rural youth organization work has been accepted as an integral part of the Community Development Programme, high priority will be given to the training of local volunteer youth leaders. This Chapter has been prepared to serve as a guide for such training.

Definition

6. By Local Volunteer Youth Leader is meant a villager who by reason of character, intelligence and qualities of leadership, is selected to advise and guide rural youth clubs on planning and carrying out individual members and group activities.

Qualities

7. (*a*) The good Local Volunteer Youth Leader is a promising or outstanding man of the community, sufficiently interested in young people to give freely of his time and energy towards their development into good cultivators and citizens.

(*b*) He should preferably be an active successful cultivator, though the village school master might well serve as one of the volunteer youth leaders, particularly in cultural and recreational activities, and a village craftsman to assist on handicrafts and trades.

(*c*) He should be receptive to new ideas, willing and able to learn.

(*d*) He should know how to work with young people, as individuals and in groups. In doing this, he should be able to transcend caste, class and factional differences, and gain co-operation from all members for their mutual advantage.

(*e*) He should be sufficiently literate to read elementary manuals and simple instructions.

Duties of the Local Volunteer Youth Leader

8. In order to better prepare him for the work he voluntarily undertakes to do for the youth of his village, the broader duties of the Local Volunteer Youth Leader are described as follows :

(*a*) He should study thoroughly to understand the aims and objectives of rural youth club work, how to organize a club and how meetings are democratically conducted by the members.

(*b*) He should learn how to initiate individual and group projects and how to conduct demonstrations for the guidance of members in their project work.

(*c*) He attends the regular club meetings as an observer and adviser, encouraging democratic procedure, record keeping, leadership and self-expression in club members.

(*d*) He maintains established liaison with appropriate community development staff members, school teachers and agricultural extension workers for expert counsel and assistance and to make his needs known. He is the local contact for such staff members and officials, and they should never forget that he is doing their work for them free of charge.

(*e*) He keeps his fellow villagers, especially parents of members, informed of youth club activities, explaining the purpose of club work and reporting results. He maintains friendly relationship with other village leaders, the *Panchayat* Secretary and members of the *Panchayat* in order to gain their co-operation whenever required.

(*f*) He assists individual members in the selection of projects, taking into consideration all the factors involved in the usefulness and practicability of the undertaking. This requires knowledge of the youth, his background, interests and present as well as potential capabilities. It requires also the consent and co-operation of the youth's parents.

(*g*) He advises the club on group projects and on cultural, social and recreational activities. His purpose should be to integrate the club and its activities into the life of the community, never missing an opportunity to make the youth as a group constructively useful.

(*h*) He assists the club in recruiting new members and in initiating them into club work. He will consider all youth who are now or who will become of eligible age as potential members. The club is not exclusive, nor a closed corporation. The club stands ready to share its work and ideals with all youth. This includes the Harijan boys who generally have the special problems of the less privileged and landless. Special attention will be required on suitable project work for these boys so that they too will have opportunity to develop into productive citizens.

(*i*) As a member of the Youth Advisory Committee, he will, with other local volunteer youth leaders, advise and assist in the planning and sponsorship of joint club activities, such as inter-village competition meetings, contests, fairs, demonstrations and sight-seeing tours.

Selection of Local Volunteer Youth Leaders

9. The standard for the selection of local volunteer youth leaders will be how the qualities of the candidates match the duties of club leadership. The desirable qualities and the general duties are outlined above. The first guide to spotting the potential leader is the response of these qualities in him to the challenge of the duties when they are made clear to him.

10. Great care must be taken in the final selection, however. The volunteer leader is not an official employee and he cannot be officially discharged. Mistaken judgment is hard to revoke. Bad selection can have bad results. Efforts to correct such mistakes may cause ill-feeling in the village. Inferior selection exposes the youth organization programme to criticism which may make it impossible or ineffective in the village. It is best to be right the first time.

11. Involvement in the factional differences and disputes of the village will generally disqualify a man for effective youth club leadership. Whatever other qualifications he may possess, factional leadership will not serve the best interests of the youth club. Such clubs are not intended to serve special interests; not that of the leader, nor of a faction group. In selection all taint of favouritism should be avoided, except to favour the best man for the job.

12. Definite decisions on the selection of local volunteer youth leaders should not be made in the initial stages of club organization. The V. L. W. and/or the Extension Teacher will lead the movement through the trial and error period, say, through the first four or five meetings and the first decisions on projects. As he gains experience in the work this period will become comparatively short. Even this early, he will recruit local talent to assist him as is pointed out in another part of this bulletin. It is during this period that the desirable type of leader will gravitate towards assuming voluntary responsibility by a natural attraction for the work.

13. Where more adults come forward freely offering their services than are needed by the club, tact and discrimination will have to be used in selecting those preferred. Assuming that all

have adequate qualifications, a system of division of labour or rotation might be a practical and wise solution.

14. Generally, it may be anticipated, however, that competent leaders will have to be sought and sold on the idea of voluntary services. In such cases, the staff member will have to employ all the skill he has learnt for finding and developing local leaders for other community development activities. His own faith in and enthusiasm for youth work will help him to sell the programme to the entire village and duties of leadership to the right villager.

15. Since it is essential that the volunteer youth leader be acceptable to the club members, they should have a voice in his selection. By tactful guidance, the members may be led to accept as their local club leader an outstanding person selected by the staff member. This will probably prove the most practical procedure in the early stages of rural youth work. As club work develops and the members understand the functions of the volunteer youth leader and the required qualification, they themselves might vote for their own leader.

Method of Selection

16. Leaders may be selected in different ways, viz. :

(1) Clubs may select or elect.
(2) Adult organization may designate.
(3) Parents may suggest.
(4) Extension agents may recommend.
(5) Volunteer to lead.

Perhaps a combination of two or more of these will prove to be the best method.

Development and Training of Local Volunteer Leaders

17. Leaders are born, not made. An outstanding individual is often described as "a born leader". The same can be said of gifted teachers, scientists, scholars and artists. It is true that the qualities which make for real leadership are inborn, but without exposure to opportunity and being nurtured by recognition study, practice and experience they would not mature to fruition.

18. Qualities desired in volunteer youth leaders should, wherever found in the villages, be exposed to the duties of youth leadership under guidance of competent staff members, officials,

and teachers. That is the first essential step in their training. Local volunteer youth leaders too must "learn to do by doing". If they have the making of leaders in them, they will respond to the challenge.

19. In general, each youth club will have more than one local volunteer leader, particularly if the club has a large membership with divergent interests. One leader might, because of his primary interest and skill, specialize on plant cultivation, another on livestock and still another on culture and recreation. The most experienced or versatile of them might be designated the Senior Leader or Club Leader and he would be the chief contact on club work in the village for the staff members. The others, each specializing in some particular field of activity, might be called project leaders. Thus, one would be the Vegetable Project Leader, another the Group Sanitation Project Leader and still another the Livestock Project Leader. This avoids over-loading any one person and affords a way for recognizing special talents.

20. Standards and procedures for the selection of local volunteer youth leaders are discussed in another part of this book, but it should be emphasized again here that, by whatever method chosen, such leaders should not be sought until the tasks to be done are clearly understood and explained. This will invite leadership into the open. As a general rule, it might be well for appropriate staff members to do some preliminary work on youth club organization in the village. Discussions will take place, problems will come up, questions will be asked, solutions and answers will be presented. It is in situations such as this that leadership emerges and the rural youth programme desires exactly the kind of leaders who rise to the occasion when the challenge of worthy accomplishment is offered.

21. Responsibility for the training of selected local volunteer leaders will rest primarily on the A. D. O. and/or Extension Teacher. The official, however, has available to him the support and co-operation of all necessary talent on the Community Development staff in N. E. S. and of school teachers. He should bring all this talent to bear upon the special problems and situations which local volunteer leaders will encounter. Thus, if the A. D. O. or Extension teacher is not equipped to advise or demonstrate on a specific subject, he will find someone who can. His ability to do this and the response of the specialists whose help he requests will be the test of whether or not rural youth work has really been integrated with the entire community development and rural school programme.

22. The first and hardest task is to teach the local volunteer leader *to see what is he looking at*. The whole process of education is basically one of ever-increasing awareness. As this applies to local volunteer leaders, it means that they must be trained to be aware of the problems and situations in the villages, and of the desirability and possibility of improvement, especially as such improvement can be achieved through work with young people. For example, the average local volunteer leader has spent all or most of his life in the village looking at untrained puddles, open ground-flush wells and untidy, dung-littered lanes. Yet, because he may be uninformed about proper sanitation practices and their meaning for the health and well-being of the villagers, he may never have *seen* them. He does not possess the knowledge which brings awareness. So also, he does not see the inferior livestock all around him until he has seen, i.e., become aware of, what livestock can be like. The same can be said of looking at and not seeing all the other shortcomings of village agricultural and community life which the Community Development Programme seeks to correct.

23. This is not a matter of blame in the potential local volunteer leader. It is a hard fact of life which fortunately can be remedied. And the remedy is training. The volunteer leader must first be trained to see, to become aware of, what can be done in and for the village through the medium of youth. The blind cannot lead the blind. The seeing can train others to see.

24. Villagers who have shown unusual response to improvement ideas are likely to be the best youth leader candidates and the most apt trainees for such leadership.

25. The local volunteer leaders should know what he is getting into by voluntarily assuming responsibility for club or project leadership. The aims and objectives, the procedure and methods, and all other aspects of rural youth clubs as outlined in this book should be thoroughly explained to him. His own position in the scheme of things, with its responsibilities and opportunities for service, should be emphasized.

26. The A. D. O. or whoever else is assigned responsibility for the training of local volunteer leaders, should then carefully explain each of the duties as outlined above. If done properly, this will require several sessions. Wherever feasible, the demonstration method should be employed. As a club is being organized and during the period when its programme of activities is taking

Calf-rearing—another engaging project

The Club has its own listening set

It is cleaning-day for the Mangal Dal members

First lesson in Chick making

shape, the staff member will take a very direct part which can be made a demonstration to the new local volunteer leader on how to carry on. Use should be made of posters, flannel-graphs and audio-visual aids whenever possible. This will serve as training in the use of visual aids to dramatize projects not only to the youth, but to all villagers. For example, much useful information about soak-pits, health, co-operation, literacy and all the other things which make for a more abundant life can be given in serious drama or the fun and laughter of a puppet-play. The latent skills for such activities can be found in the villages, but it takes leadership to develop and use them to good purpose.

27. Much of the training referred to here can effectively be done in group or seminar sessions. The training officer might hold a series of such sessions with new or potential local volunteer club and project leaders at a convenient meeting place. This will serve as a time and energy saver as well as afford all the benefits of group discussion. By this method the talent of the staff can be more economically employed. However, individual guidance and attention to the local volunteer leader at work in his own community snould not be neglected.

28. Whenever possible, and as soon as possible, the staff member will turn over the club work to the new local volunteer leader. Step by step, as items are demonstrated or explained to him, he will be learning by doing. So far as possible, explanations and demonstrations to the club and club members should be entrusted to the local volunteer leader from the start. They should be given every opportunity to function. Here the staff member must use his own discretion, but in any case the volunteer youth leader works under his guidance. In the early stages, this is direct, amounting in effect to close supervision. The better this is done at the start the less time it will require later.

29. Since so much of the local volunteer youth leaders work will consist of planning, the subject of planning will have high priority in his training. Here the training officer can teach best by example. He must himself be a careful planner. His lessons, lectures and demonstrations must be well-planned and thought out. The volunteer leader must be shown the value of and how to plan with young people, as individuals and as a group. Each project must be carefully selected and thoughtfully planned. All club activities should serve a conscious purpose in terms of the individual members, their homes, their personal needs and capacities, the club and its aims and the community and its

future. This takes planning of a kind the youth leader should know how to do and young people should learn. In the training of the volunteer youth leader special attention should be given to planning with the less privileged and landless. The Harijan boys constitute a vast resource of potential service for India. Much thought must be given to plans for Harijans training in dignified and rewarding occupations. This is one of the most urgent needs in the villages.

30. The volunteer youth leader should be the man to whom club members go with their project problems. He should have the answers or know where to get them. He should be familiarized with the practical manuals on all subjects relating to project work and taught how to interpret them to young people and how to translate them into action. Such practical manuals are now in preparation and several should be available shortly after publication of this book. He should be acquainted with the resources of talent and facilities of the community development set-up, the N. E. S. Block and the Reoriented Junior High School upon which he can draw for help he needs. Such talent and facilities should be readily available for the training and servicing of club and project leaders and should be ungrudgingly furnished.

31. Joint meetings of the volunteer youth leaders from a number of villages held once every three months for purposes of discussion, exchange of ideas and experiences, and to get acquainted professionally and socially, are excellent media for informal training. These get-togethers should be planned to the extent that each session will have a central theme. These might well be of an operational nature such as: How often should the club meet?"; "Should parents be regularly invited or only for special occasions/events ?"; "What age grouping seems best?" "What types of projects are best for the younger members or for the older members ?". Such joint meetings will give each volunteer youth leader an opportunity to discuss and demonstrate projects in which he has been notably successful. In this way, self-improvement and mutual improvement will be encouraged. The meetings can also be the occasion for planning joint-club activities.

32. Visits by the volunteer youth leader to other village clubs to see how things are done there can be made a useful device in training. It will tend also to establish inter-village relationship and advance the essential solidarity of villages in the area.

Promotion of Cultural Life

33. It has been repeatedly emphasized that rural youth club work will be largely directed towards practical, economic projects. All club activities, however, in order to be meaningful and successful must rest upon the solid base of India's cultural traditions and the villagers' religious institutions. The spiritual values inherited from India's long past must be brought to bear upon all efforts to shape its future.

In order to promote and rejuvenate cultural life, great attention should be paid to cultural activities as an integral part of youth club work. This important phase of club life should be made to relate to its project work and give sanction to its secular activities. Frequent gatherings of *bhajan mandalis* and *Kirtan* parties should be organized and *prabhat pheries* conducted. At such functions suitable *bhajans* should be sung and recitations made. *Alha* recitals during rainy season, recitations from the *Ramayan* during Dasehra week, songs on the holy Ganga on the occasion of Kartik Ganga Ashnan fair are illustrations to show how a particular season or occasion should be related to community singing. Simple one-act and shadow plays based on the epics of *Ramayan* and *Mahabharat* can be undertaken. Festivals such as Diwali, Holi, Id, Muharram, birthdays of Guru Nanak, Rai Das, Mahatma Gandhi and Janmashthami should be celebrated in a planned manner. Such occasions can be turned to good advantage in promoting better social and community life. The volunteer youth leader will need the advice and guidance of village elders, local teachers and the Social Education teacher to build well-rounded social, educational, cultural and recreational programmes into the village youth club project structure.

Short-time Training Camps

34. Such camps for youth workers including local volunteer leaders have been discussed in Chapter V.

Incentive and Reward for Local Volunteer Youth Leader

35. As the term implies, the local volunteer youth leader works without thought of monetary reward. He is the vital link in the extension of services by the community development staff, the N. E. S. and the Extension teacher to the people of the village, in this instance through contact with youth. He cannot be dealt with as an employee. Staff members have no authority

over him, only the privilege of working with him. His reward will consist largely of proper appreciation for the time and work he freely gives. Such appreciation can be shown by--

(*a*) Personal visits by staff officials.
(*b*) Personal letters commenting on work and commending accomplishments.
(*c*) Publicity in local newspapers.
(*d*) Documenting in pictures and reports work in which the leader assisted.
(*e*) An annual recognition service at which certificates or symbols for meritorious service can be presented.

The extra training he receives through his youth work can be put to productive personal use. The local volunteer youth leader will also be rewarded by such satisfaction as he derives from personal growth through leadership experience.

36. Budgetary provision should be made to reimburse leaders for out-of-pocket expense incurred in attending official meetings outside of their own villages.

37. His greatest reward will be the satisfaction of knowing that he is helping to build a better future for his village, his State and his Nation.

CHAPTER VII

ROLE OF THE EXTENSION TEACHER

The Community School

1. Extension Education under the Reorientation programme has grown out of a situation. The three thousand Extension Teachers in the Re-oriented Rural Schools of Uttar Pradesh are not just agriculture teachers of the old order. They are charged with the responsibility of transforming the present schools into real community centres of learning. Community schools do not stop with the children enrolled in its classes, but seek to embrace all persons who comprise the community and whose living they aim at improving. These schools have to disseminate new ideas, knowledge and practices among the rural people who are usually cut off from the main current of progressive social life.

The Extension Phase

2. In the initial phase of the Re-orientation programme the Extension Teacher was preoccupied with reclamation, terracing and fencing and in general developing a Model School Farm. While this work will continue, he will naturally be anxious to know in what manner he can lead the development programmes on lines which are natural to him as a Teacher. Organization of rural youth work as a part of Extension Education appeals to him most. This is borne out by experience gained at the two training camps held at Lakhana (Etawah) and Ratanpura (Ballia) exclusively for the Extension Teachers. The trainees at these camps realized the value of special training for this kind of work and were demonstratively enthusiastic about the new role they were now being called upon to play.

Youth Extension Programme

3. The Youth Extension Programme has been clearly explained in the previous chapters. It envisions a long-term programme of out-of-school education beginning with simple live-stock rearing, crop-raising and craft projects, geared to the ability of the 12-year old, but leading to more ambitious programmes involving not only money earning activities, but aesthetics, leadership and community service as well.

Characteristics of an Extension Teacher

4. For the successful implementation of the Extension Programme the Extension Teacher should possess, in addition to teaching ability, the aptitude to plan and co-operate with others. He should have vision and imagination, a sympathetic attitude towards associates, the faculty of clear and systematic thinking and have a high degree of integrity. The last characteristic is indispensable. In the rural community, more so than in urban, the Extension worker's life will be under scrutiny. Rural people respect a worker who is motivated with a spirit of service and who can appreciate their hard struggle for existence. They should in course of time come to feel that the school is serving the needs of the whole community and that it is one of the important channels through which the Extension service functions most effectively.

Initiating a Youth Programme

5. In areas already covered by Community Projects, N. E. S. or I. D. Blocks the Extension Teacher's first task will be to build up contacts with the other field workers. He should study the youth work plans already under way. Where no such programme has been put under operation, he may have to initiate it. Let him, therefore, choose an area (in consultation with the School Advisory Committee) that will be receptive and where people's participation is fairly well ensured. The area should fall within his normal area of operation and be fairly accessible. He should enlist the co-operation of the V. L.W.s, the field teachers and P. R. D. personnel in settling the preliminaries and drawing up a workable plan for a full season. With the help of the District Board officials, the District Inspecting Staff and Managers of Schools it should be possible to make use of the school premises for club gatherings. The school building may not always be available. In such a case the community may suggest some alternative.

After securing a place for club assembly, election of office-bearers should be completed. The proceeding should be conducted in a business-like manner and should be marked with dignity. It should then be ascertained if any equipment like durrie, musical instruments, games material, Petromax lamps, radio set, library books, etc., can be made available by the local Panchayat or Planning Department. The club premises should be cleaned up and the walls adequately decorated with charts, posters, etc., bearing on Project activities like vegetable and crop-raising, disease control, targets of work, etc. A name board of the Club should also be displayed conspicuously. Each club member may have a simple placard "Youth Club member lives here" pasted on the door of his house.

The problem of acquiring uniforms for the club members (Khaki shirts/shorts and white caps) will tax the resourcefulness of the Extension Teacher. At some of the places the problem has been solved by schools and parents themselves. Supply of games material (like volley-ball, football and indoor games) has also at places been arranged from school games funds, especially where club members are also school students. Financial help may also be obtained from local residents especially where the club activities have created a favourable impression and the parents are convinced that the Youth are engaged in worthwhile pursuits and are making healthy use of their leisure. Some club members have realized financial profits from their own enterprize on the farm and have voluntarily turned over a part of their income to club funds.

Sight-seeing

6. The immense possibilities of the Youth Programme would be appreciated by the Extension Teacher upon a visit to some of the clubs at Ballia, Etawah, Gorakhpur, Saharanpur and Lucknow. One million boys as club members during the next five years could revolutionize life in U. P.'s one lakh villages. The Extension Teachers can remake these villages in one generation, provided they have faith and devotion. Here they have the opportunity of developing people while they are young and have a tremendous potential in them:

"From one parent willing to give his boy a chance, extract a piece of land.

To that boy add one demonstrator who will supply expert knowledge.

Use one Teacher, sympathetic with this work and capable of guiding and encouraging the boy, to stir into the boy from time to time information on crop-raising.

Mix the boy and piece of land regularly.

At the end of the year state the result in terms of Social Chemistry."

CHAPTER VIII

TRAINING IN ECONOMIC CO-OPERATION

Introduction

1. Any programme for the preparation of rural youth for adult living in India, as elsewhere, would not be complete without provision for instruction and training in the principles and practices of economic co-operation. In a country where small-scale farming is the general pattern it is vital that young people learn early the advantages to be obtained from meeting their various needs co-operatively.

2. What, for example, would it avail young people to learn better methods of production only to become, like their fathers, the victims of money-lenders, dealers and the middlemen of the market place? It would avail them little to grow crops with heavier yield, raise healthier livestock and produce fruit fit for kings as long as they had no control over the prices of the things they would buy and sell. In other words, without the regulating force of co-operative enterprize the real incomes of these young farmers would show little increase, if any, in proportion to the substantial increase in the total product that comes from improved farming practices.

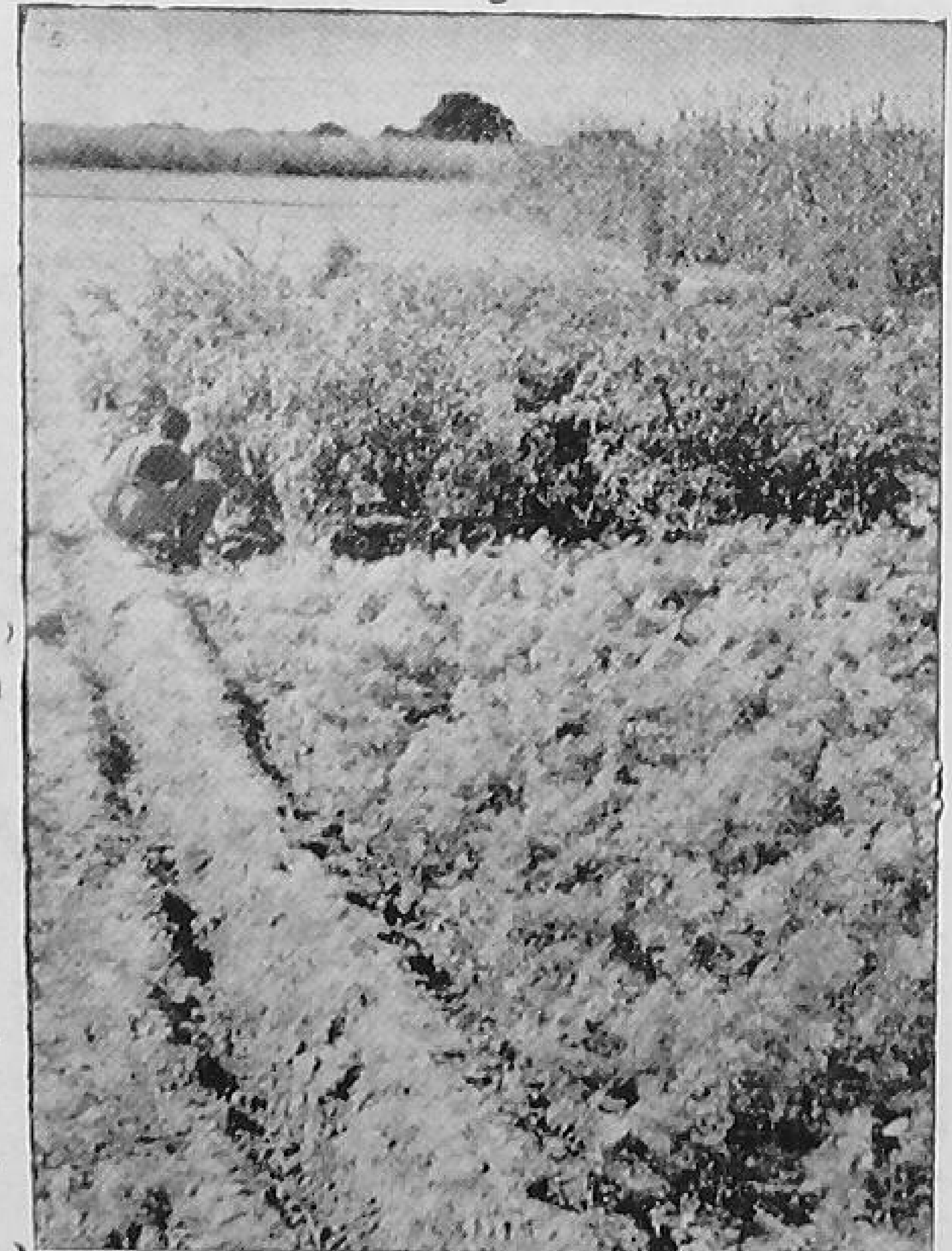
3. Training in economic co-operation is, therefore, of vital importance to the rural youth of India. It will prepare them, for more profitable farming as individuals and help them to think more in terms of group welfare in the various fields of human endeavour. Training in economic co-operation is not only of vital importance to the youth of India; it is of the greatest importance to India itself. The absorption of an army of well-informed, co-operative minded young people into the existing co-operative structure in the not too distant future may well give the movement the stability and quality it must have if it is to play its part in shaping a free and prosperous nation.

4. The advent of the Co-operative Commonwealth is uncertain. But youth is certain ! Its hopes, its abmitions, its capacity for selfless sacrifice, its idealism, these are all certain, and these are the raw materials that go into the building of a Co-operative Commonwealth.

Durry weaving in action at Garhia (Etawah)

Raise Groundnuts for pleasure and profit

Not the Mango Trick but the real stuff—grown by a youthful member of Sissendi (Lucknow)



Timely weeding is one of the important factors in Better Farming

Method and Content of Educational Programme for Economic Co-operation.

5. The general programme for a youth club would undoubtedly expose the members to ideas about co-operation. Talks, films, sight-seeing tours, *shramdan* drives, etc., would instil in them, something of the co-operative spirit. Would this, however, be enough ? There is a danger that the real significance of economic co-operation may be overlooked or, at best, vaguely appreciated, if it is to compete with other topics and activities in the general programme. That is why it is recommended that a special programme in co-operative education be adopted by each club. Only by doing so can it be assured that the young people will receive adequate training and preparation to meet the many problems that lie ahead of them and which can only be solved by collective action. Only thus will they be able to enter the ranks of adult-co-operators and take up positions of leadership and responsibility.

Method

6. Since it is a basic aim of co-operative education to develop good leaders and good followers it would be well at the outset to give the club members a fair share of the responsibility for arranging and implementing the programme. Not only would this give them training in organization, but it will make them feel that the programme is theirs—a very necessary condition, if it is to have their support and interest. A Standing Committee on Co-operative Education should, therefore, be provided for in the club's bye-laws.

Standing Committee on Co-operative Education

7. The Committee may be composed of three or more club members elected annually in General Meeting, one Volunteer Leader and one Village Level Worker and/or the Co-operative Supervisor. The Committee should elect its own chairman and secretary.

8. The Committee will be required to—

(1) draw up a programme of co-operative education for the club for the ensuing year.

(2) present the programme to the General Meeting of the club for discussion and approval by the members.

(3) arrange for the implementation of the programme. This includes inviting co-operative speakers, booking co-operative films, selling or circulating co-operative literature , arranging for judges in connexion with co-operative contests, arranging for co-operative displays at fairs.

(4) report, through the Chairman at each General Meeting of the club. The report should include a review of the activities of the Committee since the previous meeting and an announcement, or reminder, of the activities coming up.

(5) explore the possibilities of a co-operative action project for the club, and if an action project is feasible arrange a series of study sessions for the members so that the project may have the full and intelligent support of all.

Content

9. Generally speaking, the Committee should use all available facilities and popular techniques for group education. When drawing up the programme they should keep in mind that their job is to arrange for the club members to learn about co-operatives and how to practise co-operation. They should arrange for special co-operative. speakers, arrange for the production of a co-operative play, arrange for the showing of a co-operative film. The content of the programme for each club will be determined largely by local conditions and facilities available. The following programme is, therefore, presented merely as a working guide.

10. Suggested Co-operative Educational Programme for Club Members

1st Month—

(*a*) Co-operative Rally.

(*b*) Talk by prominent co-operator.

(*c*) Film on co-operation.

(*d*) Discussion.

2nd Month—

Two fortnightly Study Sessions on "Principles of Co-operation".

3rd Month—

Inter-club "Quiz" contest on co-operation. (Co-op. Education Committees of five or six clubs in one neighbourhood to arrange for the contest jointly).

4th Month—

(*a*) Co-operative Play—(Players to be selected from members at large).

(*b*) Committee members and winners of Quiz contest go on sight-seeing tour of prominent co-operative centre.

5th Month—

(*a*) Co-operative film with discussion period.

(*b*) Report of sight-seeing group.

6th Month—

Special general meeting of members to discuss Co-op. Action Project on basis of recommendations of Co-op., Education Committee. Meeting to include talk by prominent co-operator.

7th Month—

(*a*) Four Weekly Study Sessions on Action Project.

(*b*) General meeting at end of month for formal adoption of project—election of office-bearers, and other organizational business.

8th Month—

(*a*) Official inauguration ceremony of the Action Project.

(*b*) Meeting of the club to receive and discuss first month's operations of the Project.

(Thereafter the officers of the Project will be responsible for meetings and other affairs of the project.)

9th Month—

Inter-club public speaking contest—Topic : "What co-operation can do for my village".

10th Month—

Co-operative Play.

11th Month—

Essay writing contest (may be conducted on an inter-club basis.) Suggested topic : "Farmers must Co-operate".

12th Month—

Annual Co-operative Rally (Preferably inter-club). Attended by local officials and co-operative leaders in the area; display illustrating co-op., educational activities of the club; presentation of prizes to contest winners; short skit on co-operation and other appropriate cultural activities.

11. **Current Activities of the Committee**

(1) Procure and distribute co-operative literature to members.

(2) Write up co-operative column for the club's wall newspaper.

(3) Procure co-op., posters and display them in club meeting place, school and other public places.

(4) Encourage members to write short articles for provincial periodical of the clubs.

(5) Provide liaison with other clubs in area for purpose of arranging inter-club co-operative activities.

(6) Raise subscriptions from the public, and particularly from co-operative organizations, to meet the expense of co-operative activities—contest prizes, sight-seeing tours, etc.

Suggestions for Action Projects

12. (1) *Co-operative Consumers Store* (*Buying Club*)—Through operating a consumers store the club members can learn the advantages to be gained from co-operative buying. In addition, a number of the members can get valuable experience in management, merchandising and book-keeping.

The limited extent of the operations of the store, and the ages of most of the members would hardly justify formal registration under the Co-operative Societies Act. Also due to the legal limitations on juniors in entering into business contracts, the store may obtain its supplies through the local Co-operative Union at cost, or from a private merchant upon guarantee of interested local adult co-operators. The local Co-operative Union and other co-op. organizations should, in fact, encourage and assist youth clubs in all co-operative activities which they might undertake.

The store should start on a very modest scale—even to the extent of stocking only one or two commodities. The purpose of the store is primarily to demonstrate the principles of co-operative action. Simplicity of operation is, therefore, called for in the early stages at least.

Procedure—Before the store commences operations, the club members should undergo a period of study on the Rochdale Principles of Consumer Co -operation. Thereafter the Standing Committee on Co-operative Education should draw up proposed bye-laws for the action project (*see* appendix for model bye-laws).

An Organizational meeting may then be held to consider the bye-laws and have them adopted with or without amendment. Election of a Board of Directors, President, Vice-President and office-bearers would also be an important feature of the organizational meeting. Soon after the store may open for business and this should be made a gala occasion. Co-op. leaders in the community may be invited to take part in the opening ceremony.

13. *Thrift and Loan Club*—The club should operate as far as possible under the regulations governing, registered credit societies. Great emphasis should, however, be placed on the savings, or thrift aspect. As with the buying club, described above, the members should undergo a period of study before operations begin. The members should study the first credit societies in Germany, the credit movement in Quebec, Canada, and successful societies in India. The local co-operative organizations should assist the club by lending to it one rupee for every rupee saved by the club members. Borrowing should, of course, be for productive and educational purposes such as to enable members to buy seeds, implements, fertilizers, and to go on sight-seeing trips, buy school books and other educational supplies.

The democratic aspect of the organization should be emphasized and diligently practised. The main purpose of the club is to train young people to be thrifty, productive, self-disciplined and wise in the ways of co-operative action.

CHAPTER IX

FINANCES, EQUIPMENT AND SUPPLIES

As a rule, a project should be self-paying and should not involve any large-scale expenditure. Almost any project can be made to show spectacular results, if unusual facilities and finances are provided; but such projects will have no long-range radiating value for want of being repeatable or reproduceable under ordinary circumstances. Therefore, the funds, facilities and supplies should be kept within reasonable limits. Each member should be provided, as far as possible at his own cost, the necessary supplies such as literature and technical and other aids for his project including seeds, fertilizers and small implements. Care should be taken that the materials are practical and useful and that the cost is not beyond the capacity of the individual members or of the club to bear. In some instances, special arrangements for gifts or loans may have to be made for landless and Harijan boys.

2. There is an acute paucity of suitable literature dealing with project subject-matter for use by club members. The Institute in collaboration with the various departments and private publishers, has undertaken the work of publishing a one-anna series of booklets on various subjects written in simple and interesting style. A list of the subjects on which booklets are being issued is given in Appendix "D".

3. Other supplies and equipment can be easily acquired through the Co-operative Unions. It is important that during the experimental pilot stage of the rural youth organization programme, the youth workers, in consultation with Project staff, Advisary Council, teachers, local volunteer leaders and other appropriate people determine the facilities and supplies needed for effective club and project work, and how the cost will be financed.

4. Answers must be found for such questions as--

How much can club members pay?
To what extent can parents contribute?
Can a village subsidy be had?
Will well-to-do cultivators contribute?
How much can the Project budget pay or advance?
For capital supplies, can the club or individual members be given small loans to be repaid after crop in cash or kind?

5. The answer to these and similar questions will vary from community to community, but there will be enough similarity so that a pattern of policy and procedure can be developed. This must be done through practical operations in the field and will require care in record-keeping and diary accounts by the Youth Leader in order to evolve proper practices.

6. The field workers should be well-equipped with literature and other aids. A list of the basic items and the sources from which they can be obtained is given below :

I—The 4-H Movement in Japan, by D. Y. Takahara, Secretary General, Japan 4-H Association, to be published by the Institute.

II—4-H Clubs in U. S. A., (Historical Background), by Garritt E. Roelofs, Specialist on Extension, to be published by the Institute.

III—Guide Posts for Local 4-H Leaders, published by the Department of Public Services, General Mills, Minneapolis, Minnesota, U. S. A.

IV—4-H Club work in the United States of America, prepared by the National 4-H Club Foundation of America and distributed by the United States Information Service.

V—Organization of 4-H Club Work, published by the U. S. Department of Agriculture.

VI—Folk-Schools and Social Education in Denmark, by H. K. Sharma and V. P. Singh, 155 pages, Publisher: Anand Book Depot, 360 Colonelganj, Allahabad.

VII—The 4-H Handbook (A Guide for Club Leaders), by H. A. Willman, published by Comstock Pub. Associates, Division of Cornell University Press, Ithaca, New York, U. S. A.

VIII—The 4-H Story—A History of Club Work in U. S. A., by F. M. Reck, published by the National Committee on Boys and Girls Club Works, Chicago, and Iowa State Press, Ames, Iowa.

IX—Co-operative Extension Work in U. S. A., by L. C. Kelsey and C. C. Hearne, published by Comstock Pub. Associates, Division of Cornell University Press, Ithaca, New York, U. S. A.

X—Living Democracy in Denmark, by Peter Manniche, published by G. E. C. Gad Publisher, Copenhagen.

XI—Guide to Rural Youth Organization--Based on a Pilot Project--published by the Planning Research and Action Institute of Lucknow, and other Institute publications as given in Appendix "D".

(1) Copies of the above literature are available at P. R. A. I. library and can be borrowed by members, field orgnization and operational agencies.

(2) The project booklets given in Appendix "D" as also all Institute publications will be available at all Seed Stores in U. P.

(4) Charts and posters available from Indian Council of Agricultural Research, Ministry of Agriculture, Delhi.

(5) Filmstrip Projector with in adequate supply of filmstrip available from Social Education Branch, Development Commissioner's Office, Lucknow, U. P.

Lists of book and film titles as they are acquired by the Institute will be sent to field workers from time to time.

Financing of Club Equipment and Expenses

Besides seed, manure, fertilizer and other supplies required for project work, discussed above, money will also be required for other items such as emblems, badges, banners, uniforms, prizes and awards, club library, sports equipment, training camps and sight-seeing tours.

In general, the guiding principle should be that individual members and the club as a whole finance their own needs and so manage their affairs that all projects and activities be self-supporting. This applies specially to emblems, badges, uniforms, project literature in the one-anna series and other items for personal use or adornment.

It may be argued that clubs can function without such things as emblems, badges, banners and uniforms, but the *esprit de corps*, neatness, discipline and pride engendered by them will do much to arouse and maintain interest in effective club life. In many instances these items can be inexpensively made in the village. If a uniform is adopted, it might consist of a short, shirt, scarf and cap. It may be asumed that in most cases the members' parents will be willing to pay for a simple uniform and a small emblem or badge. In other cases the *Panchayat, the Gaon Sabha* or the local co-operative might be approached for a contribution.

The cost of things of group concern such as prizes and awards, club library, sports equipment and sight-seeing tours will generally be too great for participating members to bear individually. In such instances, a subsidy of up to 50 per cent of the cost by the Community Project, N. E. S. or District Project Committee budget is suggested. The remaining cost should be borne by the club and/or the *Gaon Sabha* of the village.

When clubs have once been firmly established, they may find ways of raising money for group purposes by putting on special cultural and recreational entertainments, charging a small admission fee from the audience; or a fund could be built up in the club treasury by payments received from the *Gaon Sabha* for special community services rendered by the club. This last, incidentally, might be a good way for the *Gaon Sabha* to make its contribution to the club, not as a gift but as a reward.

The approximate cost of items for club use estimated on the basis of a membership of 20 youths and a 50 per cent subsidy from outside sources is given below :

Item	Total cost	Contribution from Community Project, N. E. S. Block, Gaon Sabha, etc.
	Rs. a. p.	Rs. a. p.
1. Prizes and awards ..	25 0 0	12 8 0
2. Club library	25 0 0	12 8 0
3. Games—Cultural and Recreational activities	50 0 0	25 0 0
4. Sight-seeing tours ..	100 0 0	50 0 0
Total ..	200 0 0	100 0 0

The cost of training camps for club members would, perhaps, be wholly subsidized by one or a combination of the above named agencies. Again, on the basis of 20 members per club the cost would vary from Rs.150 to Rs.200 for a seven-day training period.

CHAPTER X

ORGANIZATIONAL PATTERN AND RELATIONSHIP WITH THE DEPARTMENTAL SET-UP

During the first year, the experimental work was largely confined to two villages, Sherpur and Sonvarsa, in district Etawah and four villages, namely Sarai Bharati, Kharsara, Bhimhar and Chhichhor in district Ballia. The programme was extended during 1955-56 in a limited number of villages each in districts Lucknow, Saharanpur and Gorakhpur. The reason for starting the work in a few villages only was to build from the bottom up instead of trying to impose the pattern from above. In the second and subsequent years, the programme will be extended from these few villages to cover the entire area of a *mandal*, i.e. the area of a Block Planning Committee comprising 2 to 3 *Adalati Panchayats*; from a *mandal* to a block of a Community Project or N. E. S. (100 to 150 villages), comprising 70,000 to 1,00,000 population and from a block to the district, the zone and finally the State as a whole. The plan and the time schedule for this expansion will be worked out after another year or so if experience has been accumulated. The organizational pattern at all these levels is being evolved in the light of practical experience. At this stage, a few basic principles and a tentative pattern can be suggested.

The Criteria for the Administrative Set-up

2. (1) The Youth Organization should be based on voluntary leadership from the villages.

(2) It should be directly linked to other village organizations, such as the *Gaon Sabha* and should work under their patronage and support.

(3) In the initial stages, to a very large extent, and subsequently, to a considerable extent, the paid staff will have to play a role in initiating, building, supervising and helping the youth programme. This will be complementary to the voluntary leadership and the more volunatry leadership grows the more initiative will pass on to it.

(4) There should be no duplication of personnel or much additional staff. It is neither necessary nor desirable, nor can we afford it. The existing staff

and organization should be utilized for the youth programme with only the minimum necessary addition within the means of the State.

(5) The primary function of the paid staff will be to provide the necessary technical guidance in the various fields, such as: Agriculture, Animal Husbandry, working of village organizations, organization of clubs, camps, competitions, etc.

(6) As a corollary to the above, team-approach, as distinct from individual approach, will be necessary. At the bottom a dual or multi-purpose worker with complete territorial responsibility in a small area should serve as sole link between the technical services of various departments and the youth clubs; while at the *mandal*, block, district, zone and the State levels, a team of subject-matter specialists with a co-ordinated programme will be necessary.

(7) The worker at the village level from whatever source he is drawn, will need intensive technical training to enable him to serve as an effective guide to the local volunteer leader and the club members in the planning and implementation of the various projects.

3. On the basis of these criteria, a very tentative pattern was suggested by way of working hypothesis for testing and trial.

Village Level

The volunteer village leaders will comprise the backbone of the organization. They will be assisted by the Planning and Education set-up through the field staff, such as : Extension teachers and other selected teachers of the Primary and High Schools, Field Teachers and the Village Level Workers. The last category denotes the entire pooled staff, including the P. R. D. Zone Worker. The work of selecting, planning and implementing the individual and group projects and participation in the community life will call for such a degree of intimate and constant attention that it will not be possible until such time as village level workers have been adequately trained for any field work to look after more than two villages. This may take another year or so. Meanwhile, weekly or bi-weekly visits to each project will be essential in order to provide the necessary technical guidance to the youths and their volunteer leaders. This work can be combined with other field works in the same area. The present

V. L. W. circle comprising, on an average, eight villages, is too large for a single worker so far as the youth programme is concerned. Therefore, each worker of the abovementioned categories should be allotted two villages after the necessary training. The women Welfare Workers and the Lady Teachers may be entrusted with small areas likewise, as and when programme is extended to the field of home economics.

Mandal Level (*area covered by one Co-operative Union*)

Whether we will need a worker at this level on the pattern of a Field Teacher for social education or whether the Field Teacher and the Extension Teachers of the Junior High Schools can undertake this function, cannot be answered until we know the results of the experimental work now being carried out.

Block Level

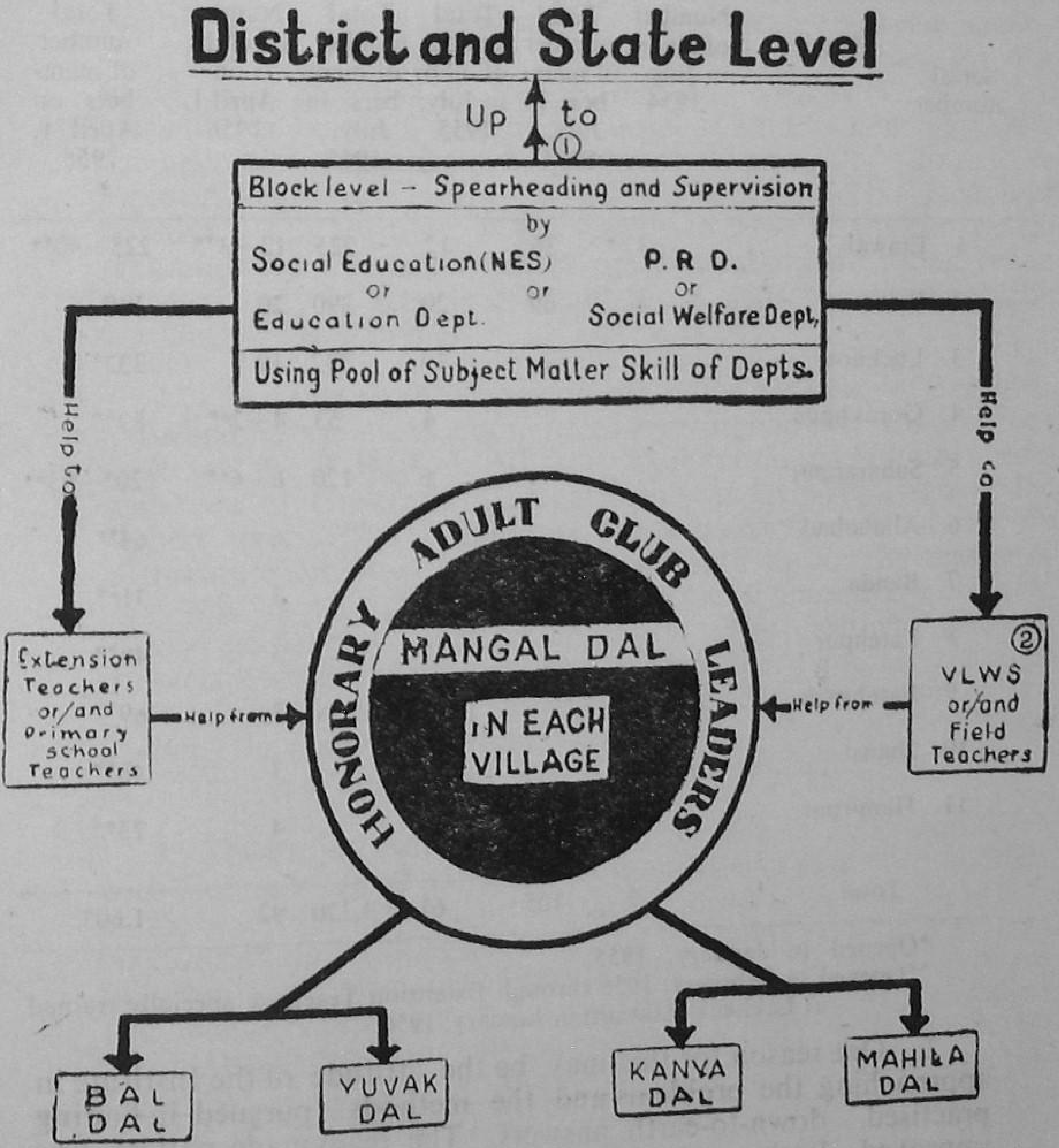
At the block level, specialist help and guidance by the A. D. O., Agriculture, Animal Husbandry, Social Education, Village Organization and other technical branches will be necessary according to the nature of the projects undertaken A. D. O. (Social Education) should co-ordinate the programme at this level. Later on, when the organization is divided between the Junior and the Senior wings and the Boys' and Girls Sections, the A. D. O. (Social Education), Sub-Deputy Inspector of Schools and the A. D. O. (Women Welfare) may look after their respective sections at the block level. A P. R. D. worker will be needed to look after the physical culture and recreational programme and organization of camps, contests, fairs and other related activities.

It is difficult at this stage to state clearly whether there should be only one, or more than one, spearhead at the Block level. In other words, whether only one worker belonging to P. R. D., Social Education (N. E. S)., or Education Department should co-ordinate, guide and supervise this programme at the Blolck level or whether all of them should deal with their respective aspects. The criteria laid down in paragraph 2 above, tend to suggest that more than one spearhead will be necessary. One method to solve this problem will be to divide the work into four sectors, namely Junior and Senior Boys' and Girls sections and to entrust the Junior Boys' Section to the Education Department and the Senior Boys' Section to the Social Educations and the P. R. D. organization and the Junior and Senior Girls' section to the Women's Welfare Organization. Whatever organization takes over the work, it has to satisfy the criteria laid down in paragraph 2 above. The exact pattern will be evolved in

the light of the experience in the field after the programme spreads to complete block areas. It will not be out of place to add in this connexion that whatever the number of spearheads is, the various Departments will have to work hand in hand with a co-ordinated programme and an integrated approach.

District and State Level

The considerations discussed in the preceding paragraphs will equally apply to the pattern at the district and State levels. The various alternatives suggested above will be examined subsequently in the light of the actual experience in the field.



1. The various alternatives are suggested here only for trial in the field and further examination. [Th]e exact pattern at the block, district and State levels will be worked out in the light of actual experi[en]ce on further expansion of the programme.

2. This category includes:—

(1) Zone Workers P. R. D. (2) Panchayat Raj Secretary. (3) Co-operative Supervisor.
(4) Assistant Agriculture Inspector. (5) Cane Supervisor. (6) Veterinary Stockmen.

CHAPTER XI

RETROSPECT AND PROSPECT

The acceptance of the rural youth programme along lines experimentally developed by the Institute has been gratifying and exceeds all expectations we had when the work was started only 20 months ago as the following table will show:

Serial number	District	Number of clubs in July, 1954	Total number of members in July, 1954	Total number of clubs in July, 1955	Total number of members in July, 1955	Number of clubs on April 1, 1956	Total number of members on April 1, 1956
1	Etawah ..	3	36	12	225	12+3**	225+40**
2	Ballia ..	4	69	20	390	20	390
3	Lucknow ..	..	..	19	332	19	332*
4	Gorakhpur ..	..	..	4	53	4+2**	80**
5	Saharanpur	..	..	6	120	6+6**	120*+93**
6	Allahabad ..	..	..	..	..	6	64**
7	Banda ..	..	..	..	..	3	31**,
8	Fatehpur ..	..	..	..	..	3	40**
9	Fatehgarh ..	..	..	..	..	3	69**
10	Jhansi ..	..	..	..	..	3	46**
11	Hamirpur ..	..	..	..	..	4	73**
	Total ..	7	105	61	1,120	92	1,603

*Opened in January, 1955.
**Opened in February, 1956 through Extension Teachers specially trained at Lakhana (Etawah) in January, 1956.

2. One reason for this may be the attitude of the Institute in approaching the problems and the methods pursued in finding practised, down-to-earth answers. The readymade pattern was improved. Rather, the pattern, as far as possible, has evolved

and is still evolving from studies of village situations, trials and tests of practices each step of the way, and conclusions based only on sound field experience. Even now, it is admitted that all conclusions and recommendations are not the last word or that the pattern for youth work is clear and final in every part. It may take several years for the youth movement to win its way solidly into the village way of life. Meanwhile, as it develops and grows it will itself help to shape that way of life. That way it will earn the respect and place, we believe, it deserves.

3. The Institute does not pretend that the movement has been established, but feels confident that a good start has been made-a start which promises much for the future. Nor does the Institute claim exclusive credit for what has been so far achieved. Without the constant help and counsel of leaders and officials of the operational agencies concerned with all phases of village development and improvement, this achievement would not have been possible. The Institute, as any agency to serve as advisers on the planning and research needs of operational organizations, recognized its duty to keep in constant touch with those responsible for State-wide-activities.

4. To establish the liaison necessary for exchange of opinions, ideas and informations, committees were organized. Chief among these was the P. R. A. I. Advisory Committee made up of representatives of Government Departments and Commission at the highest level. This Committee meets quarterly and advises on all Institute activities, including rural youth work. By reason of their official position the members of the Committee were able to give guidance on matters of policy. The meetings, personal contacts with members, regular correspondence and reports kept these officials informed of Institute plans and progress, and helped to shape the plans so as to remain consistent with a part of overall Planning Development and Education Programmes.

5. The Project Advisory Committee on Special Extension Work with Younger Age Groups was especially helpful in such matters as the selection of pilot project areas, programmes to be undertaken, training facilities to be set up, the publication of literature and all other problems in connexion with pioneering the movement. The members represented the specialized agencies with the most pervasive and persistent village programmes C. D., P. R. D., Social Education, and Extension Education. Meetings at regular intervals on call of the Director, and regular correspondence, personal interviews and reports developed relationships not only with the

Institute, but between the members themselves which resulted in mutual help and understanding. Thus, each learnt that his agency had a contribution to make the youth work and that it would serve as a media to accomplish their missions in the villages. And as a step toward integration of the programme into permanent operation, the co-ordination of thinking stimulated by this committee is leading more and more toward co-ordinated actions in the field.

The Project Advisory Committee on special Extension Work with Younger Age Groups naturally made its major contribution during the earlier stages of the pilot project. During the last six months or so, specialized subject-matter sub-committees have served the Institute with skilled and technical advice on such matters as production and distribution of literature for use by youth workers, leaders, club members and neoliterates; on audio-visuals aids generally and the production of a documentary movie on youth clubs and filmstrips on practical projects for club matters.

Recently, a new committee of four representing Education, C. D. and N. E. S., Social Education and P. R. D. has been created to study and develop a programme for the expansion of the programme on a co-ordinated agency basis to the Block, the District and finally to the State level. They will face the problems and questions raised in the early part of this Chapter. This Committee known as the Steering Committee, has also been assigned the task of developing a scheme of State administration and supervision for the Rural Youth Organization to recommend to the Government for consideration and official approval.

APPENDIX "A"

RECORDS

Record keeping is an essential part of youth club work. Each club member who can read and write has to keep individual record of the projects undertaken as he proceeds from one step to another. Besides, he should also be required to record other social, cultural and physical activities half-yearly and annually. With the help of these individual records, the club secretary or any other office-bearer will compile a consolidated record of the various activities of the whole club.

The following form is suggested for various types of record keeping :

वार्षिक लेखा पुस्तक

युवक मंगल दल, उत्तर प्रदेश

नाम--

ग्राम--

आयु--

लेखा रखने की अवधि--

व्यक्तिगत विवरण

१---सदस्य का नाम--

२---आयु--

३---पेशा या धन्धा--

४---ग्राम--------------------------------डाकघर------------------

जिला------------------

५---क्या आप स्कूल में पढ़ते हैं ? कक्षा--------------------स्कूल----------------

६---शिक्षा सम्बन्धी योग्यता--

७---पिता का नाम--------------------------------उनका पेशा----------------

८---युवक दल में सम्मिलित होने की तिथि----------------------------------

कृषि योजना का विवरण

१—रबी की फसल

योजना क्रम-संख्या————————

१—योजना के अन्तर्गत क्या बोया गया————————————————————————

२—खेत का क्षेत्रफल————————————————————————

३—डाली गयी खाद का नाम————————————————————————

४—फसल पर हमला करने वाले कीड़े-मकोड़ों का नाम————————————————————————

५—फसल में लगी हुई बीमारियों के नाम————————————————————————

६—उपचार का ब्यौरा————————————————————————

७—कितनी पैदावार हुई————————————————————————

१६—योजना का आर्थिक हिसाब—

आय	व्यय
१—घर में प्रयोग की जाने वाली वस्तु का मूल्य विवरण सहित————————	१—बीज का मूल्य विवरण सहित————————
२—बाजार में बिककर आयी हुई वस्तु का मूल्य विवरण सहित————————	२—खाद का मूल्य विवरण सहित————————
३—कुल आय ————————	३—अन्य व्यय————————
	४—कुल लागत जो लगी————————
	लाभ————————
	हानि————————

नोट—इसी प्रकार खरीफ व जायद फसलों का विवरण रक्खा जाय।

योजना विवरण—पशु-पालन

१—योजना के अन्तर्गत लिया हुआ कार्य————————————————

२—योजना लेने की तिथि————————————————

३—पशु की आयु————————, तथा उस समय मूल्य (अनुमान से)————

४—नस्ल————————————————

५—अन्य पौष्टिक पदार्थ जो दिये गये हों (नाम और मात्रा)————————

————————————————

६—दवा दारू————————————————

७—पशु के मूल्य में क्या वृद्धि हुई (अनुमान से)————————

————————————————

८—यदि बेचा गया तो कितने मूल्य में————————————————

अन्य कार्यों का विवरण

(क) सामाजिक सेवा—श्रमदान

दिनांक जिनमें कार्य किया गया	सामाजिक केन्द्र पर	स्कूल के लिये	ग्राम समाज के लिये	अन्य कोई कार्य

(ख) स्वास्थ्य

दिनांक जिनमें कार्य किया गया	डाक्टर द्वारा निरीक्षण	चेचक का टीका	हैजे का टीका	मलेरिया से बचने का उपाय	अन्य कोई कार्य

(ग) मनोरंजन संबंधी

दिनांक जिनमें कार्य किया गया	गायन	कविता पाठ	नाटक	खेल कूद प्रतियोगिता में भाग	अन्य कोई कार्य

(घ) प्रदर्शन कैम्प आदि

दिनांक जिनमें कार्य किया गया	योजना सम्बन्धी प्रदर्शन	दृश्य दर्शन	शिविर निवास	शिक्षण प्रदर्शिनी तथा शिविर मेले में भाग	युवक दल का अन्य कोई कार्य

(ङ) अन्य उपयोगी कार्य

दिनांक जिनमें कार्य किया गया	प्रसिद्ध पुरुषों से भेंट	उपयोगी बाहरी पुस्तकों का पाठ आदि	अन्य कोई कार्य

(च) उद्योग-धन्धा सम्बन्धी कार्य जैसे दरी बुनना, मधुमक्खी पालन रेशम के कीड़े पालना, टोकरी बनाना इत्यादि ।

दिनांक जिनमें कार्य किया गया	विवरण	आर्थिक लाभ

पूरे वर्ष के कार्य का विवरण

(युवक दल के प्रत्येक सदस्य को निम्नलिखित सूचना-पत्र भरकर उसकी एक प्रतिलिपि अधिकारियों के पास भेज देनी चाहिए)

वर्ष------------------

१---नाम------------------------------आयु------------------------------

ग्राम------------------------------डाकखाना------------------------------

जिला------------------------------

२---क्या तुम स्कूल में पढ़ते हो ? ------------कक्षा------------स्कूल------------

३---क्या तुम्हारे पिता कृषक हैं?------------------------------

यदि हैं, तो उनकी भूमि का क्षेत्रफल------------------------------

४---गतबर्ष की कृषि योजनाओं का वर्णन------------------------------

क्रम	योजना का नाम	जुताई, बुआई, खाद आदि के सम्बन्ध में क्या सुधरे तरीके प्रयोग किए	यदि फस्ल में बीमारी हुई या कीड़े लगे, तो क्या उपचार किया गया	योजना की सफलता, असफलता तथा आशा आदि के विषय में
(१)				
(२)				
(३)				

५—पशु पालन योजना का विवरण—

कौन पशु पाला गया	चारे दाने आदि के सम्बन्ध में क्या उन्नत तरीके प्रयोग में लाये गये	बीमारियों से बचाने या बीमार होने पर क्या उपचार किया गया	परिणाम

६—औद्योगिक कार्यक्रम—

क्रम	क्या योजना ली गई	लागत	तैयार की हुई वस्तु का मूल्य	लाभ अथवा हानि

७––वर्ष में की हुई सामाजिक सेवा का वर्णन (मनोरंजन तथा सामाजिक स्थानों तथा ग्राम समाज के लिए की जाने वाली सेवाओं को सम्मिलित करते हुए)––––––––––––––––––––

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८––स्वास्थ्य सुधार के लिए वर्ष में क्या किया गया–––––––––––––––––––––––––––––––

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९––क्या अपना डाक्टरी निरीक्षण कराया–––––––––––––––––––––––––––––––––––

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१०––वर्ष में युवक दल की कितनी सभाएं हुई–––––––––––––––––––––––––––––––

११––तुम कितनी सभाओं में सम्मिलित हुए–––––––––––––––––––––––––––––––––

१२––अन्य कार्य जिसमें भाग लिया हो (प्रदर्शनी, मेला, शिविर-निवास, प्रशिक्षण-शिविर आदि)–––––

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१३––यदि कोई पुरस्कार मिला हो, तो उसका विवरण––––––––––––––––––––––––––

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१४––प्रसिद्ध व्यक्ति जिनसे वर्ष में मिला हो––––––––––––––––––––––––––––––

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१५––प्रसिद्ध पुस्तकें जो पढ़ी हों ?

(१)––––––––––––(२)––––––––––

(३)––––––––––––(४)––––––––––

१६––यात्रा जो की हो––––––––––––––––––––––––––––––––––

––––––––––––––––––––––––––––––––––––––

१७––क्या तुमने युवक दल में किसी पद पर कार्य किया ?––––––––––––––––

यदि हां, तो किस पद पर––––––––––––––––––––––––––––––

१८––इस पृष्ठ पर दिए हुए खाली स्थान में युवक दल में रहते हुए अपने गत वर्षों के रोचक अनुभवों–का संक्षेप में वर्णन करते हुए एक कहानी लिखिये––

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प्रमाण-पत्र

मैं प्रमाणित करता हूं कि युवक दल के सदस्य––––––––––––––––––––––––

––––––––––––––––––––––ने अपनी योजनाओं के सम्बन्ध में

जो विवरण लिखा है, वह ठीक है ।

–––––––––––––– ––––––––––––––

युवक नेता के हस्ताक्षर स्थानीय नेता के हस्ताक्षर

मंत्री द्वारा युवक दल के कार्य की रिपोर्ट

छः माही
------रिपोर्ट
वार्षिक

--------------------------------से लेकर----------------------------------तक

१—ग्राम का नाम————————————————

२—पदाधिकारियों के नामः (१) सभापति————————

(२) उप-सभापति————————

(३) मन्त्री————————

(४) उप-मन्त्री————————

३—सदस्यों की संख्या————————

४—कितनी सभायें हुईं————————

५—भिन्न-भिन्न योजनाओं को लेने वाले सदस्यों की संख्या—

(१) कृषि————————

(२) पशु-पालन————————

(३) सब्जी उगाना————————

(४) अन्य योजनायें————————

६—कृषि योजनाओं में प्रयोग की गयी उन्नतिशील विधियों का विवरण—

नाम योजना	उन्नतिशील बीज की किस्म	जुताई	बुवाई	निराई

७—उपरोक्त योजनाओं में रासायनिक खादों के प्रयोग का विवरण—

नाम योजना	खाद की किस्म	किस प्रकार डाली गई

८—बीमारी तथा कीड़े लग जाने पर फसल की रक्षा के लिए जो उपचार किया गया, उसका विवरण—

योजना	रोग का नाम	उपचार

९—युवक दल द्वारा की हुई सामाजिक सेवा का वर्णन—

१०—सदस्यों द्वारा किन प्रदर्शनियों, प्रतियोगिताओं, आदि में भाग लिया गया—

११—क्या पुरस्कार मिले—

१२—कौन-कौन प्रसिद्ध व्यक्ति दल को देखने आये—

१३—युवक दल के सदस्यों ने अपनी योजनाओं द्वारा कितना अन्न तथा तरकारी पैदा की

१४—उनसे पूरे वर्ष में क्या बचत हुई—

१५—अन्य योजनाओं द्वारा बचत—

१६—कुल बचत—

१७—स्थानीय नेता का प्रमाण पत्र:

प्रमाण-पत्र

मैं प्रमाणित करता हूं कि युवक दल—
की योजनाओं के सम्बन्ध में जो छःमाही/वार्षिक विवरण लिखा है, वह ठीक है।

स्थानीय नेता के हस्ताक्षर

APPENDIX "B"

CONSTITUTION

Article I—

Name

This club shall be known as Yuvak Dal, Bal Dal, Mahila Dal or Kanya Dal, as the case may be, and will form part of the State Mangal Dal, U. P.

Article II—

Objectives

The objectives of this club are—

(i) to give boys greater opportunities to learn improved farming practices;

(ii) to develop leadership, ability and desirable habits of work;

(iii) healthful living through meetings, tours, entertainments, demonstrations, judging contests, fairs, camps and other activities;

(iv) in all of its activities, this club shall be non-sectarian and non-political.

Article III—

Membership

Any boy/girl in the community between the ages of 12 and 20 years, literate and non-literate, may become a member of the *dal* by filling out an enrolment card, taking the pledge and agreeing to live up to the standards set by the *dal*.

Article IV—

Office-bearers

The following officers of this *dal* shall constitute the Executive Committee :

(1) President, (2) Vice-President, (3) Secretary, (4) Treasurer, (5) Project Leader, and (6) Assistant Project Leader or Leaders.

The officers shall be elected by written secret ballot, the upraised hand, or any other method that is approved by two-thirds of the membership present at a regular meeting.

Committees

(1) Standing Committees —

There shall be a Standing Committee on Co-operative Education as follows:

Three members elected annually.
One Volunteer Leader (*ex officio*).
One Co-operative Supervisor or Village Level Worker *ex officio*.

(2) Special Committes—

Special Committees may be formed from time to time with the approval of the members in regular meeting.

NOTE—The President shall be an *ex officio* member of all Committees.

Article V—

Meetings

There shall be at least 12 regular meetings of the *dal* held during each year. The meeting shall be held on the *Purnima* (full moon) of each month, or such other day as may be fixed by the *dal*.

Article VI—

Quorum

A quorum shall consist of the attendance of more than half of the members of the *dal*.

Article VII—

Decision by Majority Vote

A majority vote by the members present will decide the election of all officers and all other items on which the *dal* members vote.

Article VIII—

Constitution of Pledge

The following pledge will be administered by the Pradhan of the *Goan Sabha* to each member in Hindi at a public ceremony :

I pledge on my honour that I shall grow into a truthful, healthy, courageous, skilled and capable man of character. I shall base my life on self-reliance, co-operation and service to the community and I shall render myself fit for community service through self-control, self-education and discipline. So, help me God.

Article IX—

Emblem and Flag

There will be an emblem and a flag for the *dal* members.

Article X—

Mottoes and Slogans

Each club will select its own mottoes and slogans.

Article XI—

Records

The club and its members will maintain such records as may be prescribed by the Central Committee of the Mangal Dal Organization.

Article XII—

The club has the power to make its own rules and regulations for carrying on its work subject to approval by vote of a simple majority of the members present at a meeting attended by not less than two-thirds of the enrolled members.

APPENDIX "C"

A SYLLABUS OF TRAINING FOR YOUTH WORKERS

Period—One month

NOTE—The syllabus given below is only for guidance in working out a concrete syllabus useful for the area and the workers according to the local conditions, season, previous training of the workers and the kind of projects to be undertaken. The list is by no means exhaustive nor is it expected that all the items will be included in any particular training camp. The specific items should be selected out of this list or from elsewhere on these lines.

A. THEORY

(Group Discussion)

I. General—

(1) Youth work done so far in U. P.—Results, achievements and failures in Ballia and Etawah Districts, techniques evolved. 5 *Periods*

2 *Periods*

(2) Youth Organization as part of Extension Service.

(3) Youth work in other countries—Japan, U. S. A. and U. K., etc.

(4) Youth Organizations functions and place in Re-orientation of Education.

One Period.

(5) Psychological traits of the youth in our rural areas.

II. Youth Organization— 40 *Periods*

(1) Need, purpose and objectives.

(2) How to organize a youth club step by step.

(3) Office-bearers—their election, duties and meetings.

(4) Projects and programmes—Economic, cultural and social service activities.

(5) Records and record-keeping.

(6) Recreation and games.

(7) Constitution, ceremonies and conducting meetings.

(8) Volunteer Leader—his selection, functions and training.

(9) Finance and Equipment for Youth Organization.

(10) Co-ordination of youth work with other existing village organizations and Government Departments, such as, *Panchayats*, P. R. D. and Co-operative Societies and Village School.

(11) Audio-Visual aids—Films, filmstrips, slides, etc.

(12) Literature for youth—Key-point lesson books—how to use them.

(13) Tool-kit for youth workers.

(14) Case histories—based on actual observation and study of youth work in Ballia and Etawah Districts.

(15) How to plan work for youth organization and the importance of planning.

(16) Contests, fairs and exhibitions.

(17) Incentives and Awards—Gradation based on age and work in connexion with projects, social service programmes and physical fitness.

(18) Youth Co-operatives—Value, work and organization, judging through contests, fairs, exhibitions and score cards and records.

B. PRACTICAL WORK

(1) Practical work on youth organization in villages.

(2) Organizing games and recreational activities for youth clubs—*Antakshari*, sports, one-act and shadow plays.

(3) Other cultural functions—Janamasthami, Gandhi Jayanti, 15th August, Dasehra, Diwali, etc.

(4) Conducting social service work (Sanitation, repair of public streets and community places, crop protection campaigns).

(5) Study outings to Lucknow City, Ballia and Etawah Districts.

III. Technical Training for Agricultural Projects— *60 Periods*

A. THEORY

Only such subjects as can be easily undertaken by youth will form the basis of this course. The details of the probable subjects, theoretical discussion through seminars and practical work are given below. The discussions will be based on the key-point books on these subjects published by the Institute:

(*a*) **Vegetable growing**—

(1) Tomato ;
(2) Brinjal ;
(3) Lady's finger (*Bhindi*) ;
(4) Chillies ;
(5) Potato ; and
(6) Cabbage.

(*b*) **Foodgrain crop**—

(7) Maize ;
(8) Wheat ; and
(9) Pea.

(*c*) **Fruit trees**—

(10) Papaya.

(*d*) **Animal fodder crops**—

(11) Berseem.

B. Practical Work

(Specfiic items to be selected according to season and local conditions)

Preparation of nursery beds, preparation and cultivation of soil, judging quality of improved variety of seed, sowing time and method of transplantation, spacing, line-sowing, practice in green-manuring with *sanai, dhaincha and moong* T 1 weeding and use of improved implements; inorganic manures—their scope, suitability and possible doses in different crops and plants.

Preservation and utilization of urine and night-soil.

Study of the results of various crops sown by different methods:

(*a*) Dibbling, (*b*) Broadcasting, (*c*) Behind the plough, and (*d*) Seed-drill.

Demonstration and practice in green manuring wheat fields with a view to increasing yield with (*a*) *Sanai*, (*b*) *Dhaincha*, and (*c*) *Moong* T 1.

Practice in the use of the following implements in the preparation of fallow fields for sowing wheat or any other *rabi* crop : (*a*) Local plough, (*b*) Light mould-board plough, and (*c*) cultivator.

Practice in the inversion of green manure crop, viz.:

Moong TI (after collecting the pods), *sanai*, *dhaincha*, etc. by using (*a*) Victory, (*b*) Punjab, and (*c*) U. P. ploughs.

Practice in the use of the following implements for intercultural operations :

Cultivator and Plant Jr. or Singh Hand Hoes in sugarcane, maize, cotton and *moong* T1, etc. and studying the relative cost and efficiency in each case.

IV. Plant Protection—

A. Theory

Some important local diseases, pests in crops, vegetables and fruit plants.

B. Practical Work

(1) Preparation and use of some of the important insecticides and fungicides suitable for local application, e.g. Gammexane.

(2) Anti-locust measures.

(3) Actual handling of spraying, dusting and treating machinery.

(4) Control of field rats.

V. Animal Husbandry—

30 *Periods*

A. Theory

(1) Improvement of Livestock breeding feeding and management of cows, calves and buffaloes and buffalo calves.

(2) Care of animals against common diseases, such as, rinderpest, anthrax, foot and mouth, dysentery, etc.

(3) Feeding of animals—common feeds.

B. PRACTICAL WORK

(1) Practice in the care and management of sick animals under village conditions.

(2) Practice in making foot-paths.

(3) Making of silo pit for preserving green fodder.

VI. Health and Sanitation—

A. THEORY

(1) Simple health habits for youths—Sports and *akharas.*

(2) Simple physical exercises for youths.

(3) Village and home sanitation—How to improve it through *shramaan* and street to street or home to home propaganda.

(4) Common diseases—Their prevention and cure, such as dysentery, malaria, scabies, etc.

(5) Healthy diet.

(6) Manure and refuse pits.

B. PRACTICAL WORK

(1) Preparation in the use and demonstration of: rainy season, manure heaps, manure pits, soakage pits and drains.

(2) Spraying and uses of (i) Gammexane, (ii) D. D. T., and (iii) Kerosene oil.

(3) Disinfection of drinking water wells.

(4) Anti-epidemic measure in plague, cholera and malaria.

(5) Use of medicine chests in villages.

(6) Improvement of masonry drinking water wells.

(7) Anti-scabies measures.

VII. Co-operatives—

[As per Appendix "C" (1)]

APPENDIX "C" (1)

Syllabus for Training in Economic Co-operation

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
First Week.	1. Registration. 2. Assignment of quarters and briefing on camp facilities, responsibilities, etc. 3. Address of welcome. 4. Get acquainted session (Each student introduce himself, tell where he is from, his work, etc.). 5. Talk on purpose of the course. 6. Consideration of programme by group.	1. Group discussion techniques—demonstration. 2. Group discussion practice : (Topic 'The New India will be built from the group up not by a master plan handed down from above.)	1. How to conduct a meeting—lab. 2. Group discussion on above —practice. 3. How to use a film slide projector effectively. 4. Group discussion on above—practice.	1. Group discussion—practice (topics to be arranged). 2. Programme planning for village societies........ (Education recreation, inspiration).	1. Conduct of a meeting (lab.) 2. Group discussion—practice on above topics. 3. How to use a movie projector effectively. 4. Group discussion practice based on above topics.	1. Group discussion—practice (topics to be arranged). 2. Programme planning continued.
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
Second Week.	1. Importance of committees and co-op. how to make them effective. 2. Duties of co-op. directors and how to make them responsible. 3. Discussion on above topic—practice. 4. Film slide projector (lab.).	1. Importance of publicity committee: what it is, how to use it. etc. 2. Programme planning—continued.	1. Importance of co-op. continued. 2. Duties of Directors, etc.—continued 3. Movie projector (lab).	1. Consideration of educational programme drawn up by students for their respective areas of work—discussion. 2. Co-operative publicity—continued.	1. Consideration of Programmes—continued. 2. Visit to PRAI 3. *Evening*— Farewell organized by the co-op. group.	1. Final briefing on project work. 2. Individual consultations with course leaders and instructors.

APPENDIX "C" (2)

SYLLABUS FOR A WEEK'S TRAINING OF YOUTH CLUB MEMBERS

A. Youth Organization—

1. *Purpose*—What have such clubs done in foreign countries essentially as a village organization irrespective of any other qualification?

2. *Age groups*—How to join a club?

3. *Constitution of youth clubs*—Office-bearers and their duties—pledge, meaning of Youth Club emblem.

4. *Record Book*—How to maintain it? Its use. Other club registers—How to keep them?

5. Other village organizations, e.g. Panchayat, School and Co-operative Society—their role in Youth Clubs.

6. *Local Volunteer Leaders*—their functions.

7. *Awards and Incentives*—Merit badges and other honours—contests and rallies.

B. Projects and Programmes—

1. *Agriculture*—Vegetable growing—improved methods, e.g. selection of good seed, manure and fertilizers.

Crops—Wheat, pea, paddy.

Fodder—Berseem.

Fruits—Papaya.

Practical work on as many as possible.

2. *Animal Husbandry*—Calf-raising, goat keeping.

Bee keeping and poultry keeping (if local conditions allow).

3. *Social Service and Recreational*—Games, songs, slogans, camp fires and play acting—poetry recitation—important festivals and their community celebration—National flag and National song—P. T. with simple exercises—elementary first-aid, shramdan.

APPENDIX "D"

LITERATURE FOR YOUTH CLUBS PUBLISHED BY THE PLANNI RESEARCH AND ACTION INSTITUTE

1. Guide to Rural Youth Organization.
2. Gram Yuvak Sangathan Ki Roop Rekha.
3. Yuvak Geet Mala (Hindi).
4. Yuvak Gyan-mala booklets—One-Anna Series (Hindi).

   (1) Tamatar
   (2) Baigan
   (3) Makka
   (4) Berseem
   (5) Gehun
   (6) Aloo
   (7) Matar
   (8) Bhindi
   (9) Papita
   (10) Pyaz
   (11) Pat Gobhi
   (12) Per Lagao
   (13) Gulab ka Bachhara.
   (14) Bhoomi ka Bachau.
   (15) Murghi Palan.
   (16) Prathmic Chikitsa.
   (17) As Pas ki Safai.
   (18) Jadu ki Bansi (Playlets).
   (19) Vir Abhimanyu (Playlet).
   (20) Phool Gobhi.
   (21) Hamara Bhojan.
   (22) Chana.
   (23) Bakri Palan.
   (24) Kapas (in Press).

5. Varshik Lekha Pustak, Yuvak Mangal Dal (Hindi).

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APPENDIX "E"

TRAINING THROUGH GROUP DISCUSSION TECHNIQUE

The training of Youth workers has already been described in Chapter V. The Institute team has recently conducted some training camps especially for the Extension Teachers of the State Education Department and the method of group discussion adopted was generally found useful.

1. An outline of the method to be followed is indicated below:

2. *Training Site*—The camp Director, who should be a trained Youth Worker, should at first decide on a suitable training site. "I doubt what I hear; I believe what I see" is an old adage. The training camp should, therefore, be held at a place where youth work is already under way. The trainees will be required to visit actively functioning clubs to gain practical experience and to learn at first hand how club work is really organized.

3. *Duration of Training*—Initial preparation—A ten-day training camp including intensive theoretical and practical courses should normally be considered sufficient. The Camp Director should, therefore, prepare the plan well in hand and issue necessary directions to the trainees regarding place and time. Trainees should be asked to bring with them the necessary camp equipment. It will also be helpful if they can bring their own bicycles to facilitate quick movement for practical work in villages.

It is desirable that the Camp Director take with him some audio-visual aids, a few selected books and some musical instruments. The latter come in handy for imparting training in cultural activities.

4. *Daily Time-table*—The following is suggested by way of a daily routine:

Morning Session—

1.	5.30 to 6.30	Rise.
2.	6.30 to 7.00	Prayer and P. T.
3.	7.00 to 9.00	Breakfast and self study.
4.	9.00 to 12.00	Lectures and group discussions.

Afternoon Session—

12.00 to 2.00	Break for lunch.
2.00 to 3.00	Self study.
3.00 to 6.00	Practical work in village.

Evening Session—

6.00 to 7.00	Dinner.
7.30 to 9.30	Film shows, cultural activities, group discussions or night halts.

5. *The Discussion Technique*—This time-table can be modified according to the exigencies of the situation and group games for trainees may also be included. The topics for discussions have been listed in Appendix "C". The Camp Director and his associates will not only deliver lectures, but pose questions to the trainees so that they may find solutions on the basis on their own observations and experience in the field. For the first two days it would be necessary to give an outline of rural youth work according to the following key points:

1. Youth organization—need and purpose.
2. For what age groups?
3. The meaning of individual and group projects.
4. Youth clubs open to students and non-students alike.
5. Maintenance of individual record and its importance.
6. How to plan youth work with the help of local village leaders and project committees.
7. Importance of group activities like games, social service by batches, participation in cultural programmes, meetings, kisan melas, etc.
8. The emblem, flag, motto, pledge, in respect of youth clubs.
9. Finances and equipment for clubs.
10. Local volunteer leader and his importance.
11. Competitions, exhibitions, etc.

Having thus indicated the broad outline of rural youth work the trainees be divided into 5 or 6 batches under a group leader each and they will go to the selected villages for practical work. Each day one or two topics should be assigned to the groups so that they may sit together and discuss and on the basis of these discussions the group leader will prepare a report. In this manner about half a dozen reports will be available which will be put before the full gathering of trainees for thorough discussion. Some of the topics for discussions could be as follows:

1. Incentive and awards for club members.
2. Suggestions for group games.
3. Suggestions for titles for club literature including newspapers or periodicals for the reading room.
4. How to enlist the co-operation of guardians?
5. How can youth work be built up into a departmental programme for say, Education and P. R. D.
6. How to enlist the co-operation of school teachers, and Panchayat workers.
7. How to initiate a youth club step by step?
8. The selection and training of the voluntary youth leader.
9. Club meetings, when and how often.
10. What records should be maintained?